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ABSTRACT

Thirty elementary school principals from twelve Michigan urban school districts attended a series of inservice training programs emphasizing the development of management skills necessary for elementary principals to administer a comprehensive community education program. Each monthly session of the year-long program was dedicated to a specific skill area. Chapters 1 through 9 describe in detail the topics: (1) program needs assessment and introduction to the general concepts of community education; (2) interpersonal process recall; (3) parent/community involvement; (4) assessing building needs and building budget planning; (5) the Flint Community Education Model, program and process in action; (6) corrective discipline for professional personnel, improving instruction through staff evaluation; (7) the family and community structure; (8) interviewing techniques and program assessment; and (9) project evaluation and wrap-up. The appendices contain a series of building activities that have been used successfully by elementary principals to get the community involved in their schools, and a series of yearly designs for planning parent/community involvement. (Author/MLF)

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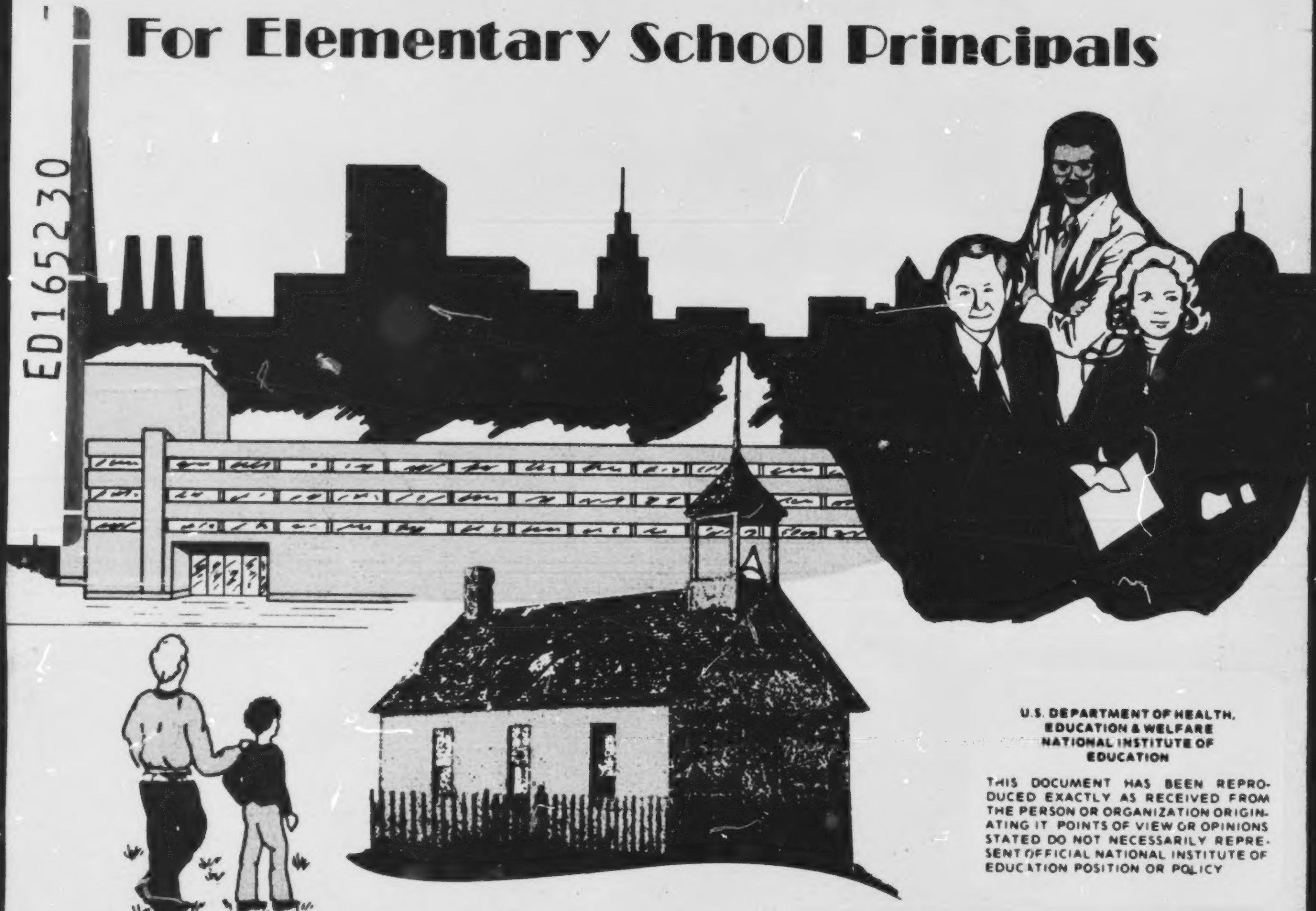
MAINLINING COMMUNITY EDUCATION

An Inservice Training Program For Elementary School Principals



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East Lansing, Michigan

MAINLINING COMMUNITY EDUCATION

An Inservice Training Program For Elementary School Principals

1977-78

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This project represents an on-going commitment that the College of Education and Michigan State University have to urban schools, leadership training and community education.

We are pleased to have been awarded grants by HEW and the Mott Foundation to fund our inservice program for elementary principals to mainline community education.

We are indebted to many people for their efforts in this project: the principals from the Middle Cities Education Association (MCEA) for their participation; Dr. Robert Muth, Executive Director of MCEA, and the Middle Cities Instructional Task Force for their valuable input; the consultants whose work was really the backbone of the project; Maryanne Favreau for her daily support and assistance as project secretary and typist of this publication; Dr. Larry Lezotte for his objective analysis and evaluation of the program (Chapter Ten); Mary Budnick for her excellent job of editing this publication; and a special thanks to the Mott Foundation for providing us with the funds to print and disseminate this document.

This booklet represents our experiences and findings during 1977-78. We hope the results are beneficial to you.

Howard Hickey, Director

Michael Boulus, Assistant Director

James Ray, Graduate Assistant to Project

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INTRODUCTION

MAINLINING COMMUNITY EDUCATION:

AN INSERVICE TRAINING PROGRAM FOR ELEMENTARY SCHOOL PRINCIPALS

The increasing involvement of elementary school principals in the relatively new area of community education has prompted an interest in and recognition of the need for special skills in working with community groups and resources. Building administrators are moving out of the school and into the community as a result of their broadened roles and responsibilities as school/community leaders. The need for special skills is accentuated by the increasing complexity of building-level management.

One of the major criticisms of community education as practiced today is that it is an "add on" program, apart from the regular activities of school personnel. Peter Clancy, former superintendent of Flint Public Schools, coined the phrase "mainlining community education" to reflect the concern that educators must work with all elements of the community to achieve their desired goals.

With this in mind, the College of Education at Michigan State University in collaboration with the Middle Cities Education Association sought and was awarded a U.S.O.E. community education grant to offer a series of inservice training programs emphasizing the development of management skills necessary for elementary principals to administer a comprehensive community education program. The program singles out elementary school principals because it is generally recognized that the elementary school is the delivery system for community education.

Thirty elementary principals were selected for the year long program from twelve urban school districts (see Appendix A for list of participants).

These districts are members of the Middle Cities Education Association -- a non-profit organization of sixteen middle-sized urban school districts in Michigan formed out of common need in 1972 and committed to cooperative, constructive action. Members of MCEA include: Ann Arbor, Battle Creek, Bay City, Benton Harbor, Flint, Grand Rapids, Jackson, Kalamazoo, Lansing, Midland, Monroe, Muskegon, Muskegon Heights, Pontiac, Saginaw, and Ypsilanti. Muskegon Heights constitutes the smallest district in the MCEA with 3,000 students with Flint constituting the largest with 40,000 students. The sixteen districts account for over 275,000 students and collectively represents the fifth largest school district in the nation.

MCEA's existence is premised upon the general beliefs that similarities between urban school districts with regard to problems, issues and needs far exceed their differences; that school district personnel can constructively share information, knowledge, experiences and ideas; that an organizational vehicle is needed through which school districts can exchange ideas, jointly develop programs, and ultimately increase the quality of education for all students served; that university staff and local school district staff can and should link their efforts on a continuing basis.

Each superintendent from the Middle Cities districts was invited to nominate up to four principals. Initially, two principals from each district were selected. Four districts chose not to participate. Because of this, several districts were allowed to nominate additional candidates.

Candidates were required to complete a detailed application (see Appendix B) which was evaluated by a committee consisting of project director, Howard Hickey; and assistant director, Michael Boulus; and four other university staff members.

The screening committee evaluated each application based on the following criteria:

1. Applicant is currently serving as an elementary school principal who has demonstrated leadership capacity among his/her peers and has shown evidence of leadership within his/her district.
2. Applicant's commitment to the concept of community education.
3. Applicant's willingness to be assessed by self and others, including superiors, peers and staff.
4. Applicant's willingness to commit themselves to the entire program (one year duration).

Each monthly session was dedicated to a specific skill area based upon a needs assessment conducted during the first workshop in October (see Chapter One for details). Listed below is a complete list of topics by month, along with the consultants utilized for each program.

Session 1 -- October 6-7-8, 1977 -- Program Needs Assessment and Introduction to the General Concepts of Community Education.

Consultants: Dr. Jack Minzey -- Director of the Community Education Center at Eastern Michigan University.

Dr. Lou Tasse -- Director of Community Education, Dade County Schools (Miami, Florida).

Dr. Donald Weaver -- Director of the Community Education Center at Western Michigan University.

Session 2 -- November 3-5, 1977 -- Interpersonal Process Recall (IPR).

Consultant: Dr. Norm Kagen -- Professor of Counseling, Michigan State University.

Session 3 -- December 9-10, 1977 -- Parent/Community Involvement.

Consultants: Carolyn Lowman -- Teacher, Lansing School District; Research Collaborator, Institute for Research on Teaching, Michigan State University.

Cheryl Hall -- Teacher, Spartan Pre-School, Michigan State University.

Dr. Duane Brown -- Elementary Principal, Flint Community Schools, Flint, Michigan.

Dr. Ernest Melby -- Professor Emeritus, Michigan State University.

Jim Kaiser -- Elementary School Principal, Lansing, School District, Lansing, Michigan.

Judy Tickle -- Parent in Lansing area school/community program, Lansing, Michigan.

Steve Hecker -- School/community coordinator, Lansing schools, Lansing, Michigan.

Linda Hecker -- Elementary Teacher in Lansing schools, Lansing, Michigan.

Dr. Larry Lezotte -- Professor, Educational Psychology, Michigan State University.

Session 4 -- January 6-7, 1978 -- Assessing Building Needs and Building Budget Planning.

Consultants: Dr. Richard Benjamin -- Director of Organizational Development, Lansing Public Schools.

Dr. Richard Featherstone -- Professor of Administration and Higher Education, Michigan State University.

Ms. Janet Konzak -- Staff Assistant for Finance and Business Management, Saginaw Public Schools.

Dr. Gary Wegenke -- Director of Administrative Services, Lansing Public Schools.

Dr. Donald Steele, Superintendent, Saginaw Public Schools.

Dr. Jerry Baker, Administrative Assistant to Superintendent, Saginaw Public Schools.

Session 5 -- February 3-4, 1978 -- The Flint Community Education Model: Program and Process in Action.

Consultants: Dr. Duane Brown -- Elementary Principal, Flint Community Schools, Flint, Michigan.

Dr. Pete Clancy -- Former Superintendent of Schools, Flint, Michigan.

Richard Dunning -- Police School/Community Liaison Representative, Flint, Michigan.

Jim Millspaugh -- Department of School/Park Planning, Flint, Michigan.

Willdean Hawkins -- Community Representative Aide, Flint Schools, Flint, Michigan.

Ginger Edwards -- Social Service Field Worker at Flint Williams Community Center, Flint, Michigan.

Dan Cady -- Consultant for Inservice Education at Flint Schools, Flint, Michigan.

Doug Procunier -- Program Officer, Mott Foundation, Flint, Michigan.

Session 6 -- March 10-11, 1978 -- Corrective Discipline for Professional Personnel -- Improving Instruction Through Staff Evaluation.

Consultants: Lew Crew -- Personnel Director, Pontiac Public Schools, Pontiac, Michigan.

Bill Nunez -- Associate Superintendent, Southfield Public Schools, Southfield, Michigan.

Tom Everitt -- Labor Relations Director, Pontiac Public Schools, Pontiac, Michigan.

Session 7 -- April 7-8, 1978 -- The Family and Community Structure.

Consultants: Dr. Norma Bobbitt -- Assistant Dean, College of Human Ecology, Michigan State University.

Ms. Sharon Anderson -- Program Leader, Family Living Extension Services, College of Human Ecology, Michigan State University.

Dr. Beatrice Paolucci -- Professor, Department of Family Ecology, College of Human Ecology, Michigan State University.

Ms. Dorothy Blum and Ms. Connie Mead -- School Nurses, Lansing Public Schools, Lansing, Michigan.

Jeff Case -- Extension Services, Michigan State University.

Session 8 -- May 5-6, 1978 -- Interviewing Techniques and Program Assessment.

Consultants: Dr. George DePillo -- Director of Staff Personnel and Labor Relations, Flint Public Schools, Flint, Michigan.

Dr. Larry Lezotte -- Professor of Educational Psychology, Michigan State University.

Session 9 -- May 19-20, 1978 -- Project Evaluation and Wrap-Up.

Consultants: Dr. Howard Hickey -- Project Director and Professor of Administration and Higher Education, Michigan State University.

Michael Boulus -- Director of Legislation -- MCEA; Assistant Project Director, Michigan State University.

The following nine chapters describe in detail each of the topics listed above. The final chapter represents an evaluation of the program by participants and staff.

It is our hope that you will benefit as we have from the information provided during the year-long program as summarized in this publication.

CHAPTER ONE

AN OVERVIEW OF COMMUNITY EDUCATION AND NEEDS ASSESSMENT

Introduction

The first workshop to determine the skills necessary for elementary principals to mainline community education was held October 6-8, 1977 at Michigan State University. Thirty-one participants representing twelve of the sixteen Middle City Education Association member districts attended the workshop.

Three resource specialists in the area of community education -- Drs. Lou Tasse, Jack Minzey and Donald Weaver -- served as consultants, reactors and facilitators for this session. Each of the resource specialists provided a different perspective of community education. Lou Tasse talked about the impact of community education on the Dade County Schools (Miami, Florida), where he is Director of Community Education. Jack Minzey, Director of the Community Education Center at Eastern Michigan University, discussed the different views of community education as the concept continues to grow and expand to more school districts across the country. Donald Weaver, Director of the Community Education Center at Western Michigan University, then presented his perspective on the human, conceptual, and technical training skills required of a community educator.

Following is the text of each of the three presentations.

Community Education by Jack Minzey

Both supporters and opponents of Community Education emphasize the fact that there is a vast difference between the philosophical claims of Community Education and the actual programs which are in operation. Part of the misunderstanding is due to the historical development of Community Education. It is an idea which has evolved over the years and was at various times synonymous with extra activities for children, adult education, and recreation programs.

Community Education has now moved from programs which were added on to the regular school schedule to a philosophical concept that has changed the role of the public schools. Schools now perceive a responsibility of providing for the educational needs of all members of the community, and additionally address themselves to problems of community service and community development.

While the specifics of Community Education will vary by community according to the characteristics of that community, there are certain basic components necessary to all programs.

1. An Educational Program for School Age Children
2. Use of Community Facilities
3. Additional Programs for School Age Children and Youth
4. Programs for Adults
5. Delivery and Coordination of Community Services
6. Community Involvement

Historically, the ingredients in Community Education have tended to develop in this order and most school districts seem to follow the same pattern. Components 1 through 4 are the most dramatic and traditional, and school boards and administrators are relatively comfortable in working in these areas. Components 5 and 6 are threatening and consequently are not often perceived as appropriate roles for the schools to play.

Many districts stop at component 4. This occurs for a variety of reasons from philosophical to fiscal.

The parts of Community Education involved in components 1 through 4 are primarily program oriented. Components 5 and 6 tend to be more process oriented -- that is, they tend to provide a means for the involvement of community members.

Both programs and process are important to the total concept of Community Education. While the development of Community Education does tend to be from program to process, it is possible for it to develop in a reverse fashion, and in such cases, process without the program aspect would be as bad as programs without process.

All communities have all dimensions of Community Education to some degree in their communities. In the implementation of Community Education, the school district must first be willing to accept responsibility for all dimensions of Community Education. They do not provide all programs or services to the community, but they do agree that they will provide the leadership necessary to coordinate, encourage and sometimes initiate the various aspects of Community Education. This acceptance of responsibility is in essence the difference between a district with Community Education and one without it.

If school boards do agree to accept Community Education as the undergirding philosophy of their schools, then the data necessary to prepare their own profile must be collected in order to evaluate where their community is in the development of Community Education.

The Community Education program then becomes one of deciding what priorities will be established, what resources will be allocated, and what time line will be followed in the development of total Community Education in their community.

There is no one plan of development which is appropriate for all communities. The most frequently employed approach is to implement the use of facilities and adult and youth activities first (the program aspect), and leave the process components until later.

Two cautions are to be considered. First, the problem of program emphasis is inherent; that is, school districts tend to allow a blockage of their community education development in the form of a plateauing of their program.

Secondly, Community Education occurs in stages and the level of sophistication depends upon the direction of development and the time schedule in each community. Thus, in a district just starting Community Education, use of facilities or programs for adults may be a very appropriate community education program, while in another community, which has been a community education district of long standing, such a program dealing with only facilities and adult activities would not represent satisfactory community education development.

The ultimate goal of Community Education is to achieve the total concept by maximum development of all of the components. The definition of Community Education for one district may not be the same as for another district, depending on the stage of development.

Real Community Education is a product of time and the development of community education components. In order to measure successful growth, one must not only assess what the community has, but the direction in which the community is moving in the development of the concept.

Training Requirements for Community Educators by Donald Weaver

Based upon a review of the literature in the field of Community Education specifically and educational leadership generally, it seems reasonable to conclude that the community educator who is prepared to initiate a program at the local level would have been trained in a program which insures development of the following knowledges and skills essential to his/her work:

I. A Knowledge Base in the History and Philosophy of Community Education and Educational Leadership

Such a knowledge base includes familiarity with the literature in the field of Community Education and educational leadership including such writers as Seay, Minzey and LeTart, Totten and Manley, Kerensky and Melby, Halpin, Bales, Getzels, Blake, Reddin, Griffeth, etc. Further, the community educator knows the roles and functions of the leader in Community Education including:

A. Administering
B. Involving community
C. Coordinating
D. Demonstrating leadership
E. Financing
F. Managing personnel
G. Planning
H. Programming
I. Relating to the public
J. Recruiting
K. Surveying
L. Training

II. A Knowledge Base in the Behavioral Sciences and Communication Arts

The knowledge base includes an understanding of such concepts and problems as social stratification, the legislative process, political forces in the community, community council operation, contemporary social movements, civil liberties and vicil rights, social conflict, psychology of personality, interpersonal communication, non-verbal communication, etc.

III. A Conceptual Framework for the Processes of Management and Leadership

The conceptualization process requires an examination of the literature in the fields of management and leadership, definitions of the processes involved in managing and leading and study of social systems models as they apply to managing and leading.

IV. Appropriate Leadership Styles

The development of appropriate leadership styles requires familiarity with the work of Getzels, Blake and Reddin and observation, analysis and practice of the styles suggested by these writers.

V. Knowledge of the Personal Requisites to Success as a Community Educator

The analysis would include the use of such requisites to success as those suggested for community educators by Kerensky and Melby:

A. They have vision
B. They have faith in people's ability to grow
C. They are optimistic
D. They make gifts of themselves
E. They are imaginative
F. They are good listeners
G. They are not jealous people
H. They are accessible
I. They are open-minded
J. They are secure people

VI. Technical Skills

Success in program and process development in Community Education requires involvement in seminars, course work, laboratory exercises and internships designed to insure that the community educator develops the following technical skills:

A. Listening

B. Leading groups

C. Surveying

D. Proposal writing

E. Evaluating

F. Financing

G. Writing

H. Public speaking

I. Managing conflict

J. Operating audio-visual equipment

K. Collecting and presenting data

L. Scheduling

VII. Human Skills

Success in program and process development in Community Education requires involvement in seminars, course work, laboratory exercises and internships designed to insure that the community educator develops the following human skills:

A. Projecting oneself so as to be perceived as caring -- considerate, understanding and empathetic

B. Maintaining both the organization and the group

C. Relating positively to superordinates and subordinates

D. Delineating expectations clearly

E. Encouraging criticisms and suggestions

F. Maintaining composure and control in the face of conflict and frustration

G. Delegating responsibility

H. Supporting those in leadership roles

VIII. Conceptual Skills

Success in program and process development in Community Education requires involvement in seminars, course work, laboratory exercises and internships designed to insure that the community educator develops the following conceptual skills:

A. Utilizing information and data in problem solving

B. Critiquing groups and situations

C. Assigning priorities

D. Analyzing community power structure

E. Assessing community leadership

F. Applying research in implementation of Community Education process

G. Assessing community training needs

Impact of Community Education in Dade County by Lou Tasse

I. Introduction to Dade County history and development of Community Education

A. Some information about Dade County

1. 1,400,000

2. 60 miles x 40 miles

3. 250 schools

4. 240,000 K-12

5. ½ billion dollar budget

6. 20,000 employees

7. Multi-ethnic (29% Hispanic, 23% Black, 48% other)

8. Major urban district

B. Why did Dade County start Community Education anyway?

1. Rapid growth - school population doubled in 10 years - 100 new schools (1954-1964)

2. Influx of Cuban population

3. Declining support for education
4. Rising elderly population - recreation
5. Rising school problems - delinquency, vandalism, etc.
6. Growing pains within community, crime, housing, unemployment, segregation, lack of faith in system/government, apathy, lack of roots (sense of community)

II. Some basic steps in early implementation of Community Education

- A. Community involvement
- B. Partnership between schools - government - agencies - people
- C. Establish Principal as recognized education leader of school
- D. Create and develop the Community School Director position to assist Principal
- E. Improve the delivery of services (speed, quality) (at first educational services - later community services)
- F. Establish community support and pride in "Our School" via self-support system
- G. School Board and administration support
- H. Maximize use of facilities
- I. Development of cooperation and coordination with agencies
- J. Help change relatively "closed system" to a more open system
- K. Establish a better way to deal with and attempt to resolve community problems (especially those impacting on kids)

III. What have been a few of the ways our school system has been impacted by Community Education?

- A. Use of facilities (Made available, new resources found, policies and procedures modified/changed)
- B. Community involvement (Advisory Councils - people working to be number 1 - new resources - growing support for schools - growing sense of community - new appreciation for school problems)
- C. People are helping us solve school and community problems

  Examples:

  1. After school care - working parents
  2. Libraries

3. Senior citizens (hot meals)

4. Drug abuse

5. Community support (human, physical, financial resources)

6. Voluntary community efforts - CBB&B's - school volunteers)

7. Multi-ethnic community

8. Agency cooperation/coordination (wasteful duplication cut)

9. Park/school planning

D. Principal position strengthened (community school coordinator - important member of management team)

E. Sense of Community - pride (responsiveness - delivery of services)

F. Education Enrichment (tutorial, academic, art, music, crafts, recreation)

G. State legislation and $

H. We are moving toward a process of education concerned with the total community

COMMUNITY EDUCATION - all people of all ages - round the clock round the year.

If we in education are going to have a chance to educate children the way we really want to - then mainlining Community Education is not going to be enough - we're going to have to get hooked on Community Education!

Skill Identification Process

The thirty-one practitioners were divided into small groups during the first evening of the workshop to begin preliminary identification of the management task areas and descriptions of the skill competencies within each task area. From this preliminary "brainstorming" session six lists were compiled and duplicated for the second session the following morning.

The first half of the second session was set aside for the resource specialists to address the group. Buoyed with new ideas and a better understanding of the community education concept, the elementary principals were reorganized into six new groups to further examine role expectations and community education concepts. Each group was then asked to take all six of the preliminary lists developed the previous evening and perform the following two tasks: (1) synthesize and refine the management categories, and (2) expand on the particular skill competencies within each of the identified categories.

A review was held at the end of the small group session to discuss how the new skill competency lists were to be condensed. Participants agreed that the project staff should take the six skill lists developed in the small groups, eliminate duplication and condense the statements. It was understood that this edited list would be subject to further revisions by the groups and by the project advisory committee (Middle Cities Instructional Task Force).

Assessment of Competencies

Dr. Howard Hickey, project director, discussed assessment with the groups in order to generate thought and discussion on the development of a format for assessing individual competencies in the skills identified by the group and how this assessment should be utilized. Several examples of assessments were distributed.

Much discussion was generated concerning who should assess each principal and why. There was little concern relative to a self-assessment or an assessment by an immediate supervisor. A consensus could not be reached, however, when it was suggested that each principal have his/her staff and community involved in the assessment process. Several of the principals felt that many of their staff and community members have little understanding of the competencies required in their job, and consequently could not do a proper job of assessing them.

There was also concern expressed regarding staff and community bias and the fear that the instrument would subsequently be used by school officials for evaluation purposes. As a result, it was decided that for the purposes of this project, a self-evaluation and an evaluation by one's immediate supervisor would suffice. The project staff, however, encouraged each participant to give serious consideration to utilizing the assessment instrument for their own benefit with their staff and local community.

The assessment model incorporating the list of training competencies identified by the thirty-one elementary principals is included as Appendix C. The competency list was utilized by the project staff as the foundation for developing the training activities for the remaining skill-building sessions. Please note that each of the following eight chapters is preceded by a list of the skill competencies which each workshop addressed. Further, the assessment design was used as a pre- and post-test instrument by the principals to rate their degree of proficiency possessed in each of the particular competencies. The final chapter describes the pre- and post-test findings.

Conclusion

The final session of the workshop afforded participants an opportunity to direct questions to the panel of resource specialists. The small groups then reacted to questions on moving a school from program to process, on conducting a needs assessment, and on describing various community education models.

The first workshop was concluded on Saturday morning with each practitioner given three assignments for the next session scheduled for November 3-5, 1977. The assignments included: reading a summary paper of research and development on next month's topic, "Interpersonal Process Recall (Influencing Human Interaction)"; a short writing assignment on one's perceptions of community, education, community education, and community school; and completing an evaluation by self and by one's immediate supervisor based upon the competency list developed during this first workshop.

The thirty-one participants also selected five individuals from among themselves to serve as an advisory group to the project staff. The group subsequently met with staff assistant James Ray during each workshop to discuss ways in which the program could be improved and help focus future skill development sessions. A summary of these evaluations can be found in the last chapter.

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CHAPTER TWO

INTERPERSONAL PROCESS RECALL

Objectives

I. Personnel Management

  A. Human Skills

    1. Is able to get people to work together.

    2. Recognizes the need for effective employee supervision without over-participation and intimidation.

    3. Understands the dimensions of corrective and/or preventive discipline of employees.

    4. Recognizes the need for identifying and gaining support of building and community leaders.

    5. Is able to resolve conflicts between groups/persons.

  B. Conceptual Skills

    1. Knows the difference between helping and assisting people.

  C. Technical Skills

    1. Demonstrates effective interviewing techniques.

    2. Functions effectively under stress.

II. Curriculum

  A. Human Skills

    1. Encourages staff suggestions and criticisms.

III. Planning and Organization

  A. Human Skills

    1. Demonstrates ability to gain active support of staff.

    2. Encourages staff suggestions and criticisms

  B. Conceptual Skills

    1. Involves those persons who will implement the results of a decision in the making of a decision.

2. Seeks additional information and evaluates alternate solutions to solve a problem.

IV. Public and Community Relations

A. Human Skills

1. Supports an individual's need for personal development.

2. Is able to work with people who have different degrees of authority.

3. Displays empathy and concern for others.

B. Conceptual Skills

1. Deals with different types of people in different situations.

C. Technical Skills

1. Listens to people effectively.

2. Has ability to understand, relate and implement.

V. Supportive Services

A. Human Skills

1. Understands the methods and dimensions for helping teachers gain insights into their own teaching styles.

B. Conceptual Skills

1. Assists teachers to gain insight into the individual learning needs of each student.

2. Works at removing road blocks for teachers.

C. Technical Skills

1. Involves teachers in discussions with student supportive services and parents concerning the problems of students in their classes.

Introduction

To help individuals to better understand human interactions and to develop skills in influencing these interactions, the second inservice training workshop was devoted to a program called Interpersonal Process Recall (IPR).

This two-day workshop was conducted by Norman I. Kagan, Michigan State University professor of counseling, who developed the IPR method.

In his opening remarks, Kagan explained that IPR techniques have been field tested in more than fifty universities and are reliable and powerful, but non-threatening.

IPR training assists by improving one's skill in interpersonal "straight" communication and enhances awareness of one's own interpersonal style. Students of IPR learn to understand more clearly the overt and covert messages on both the cognitive and affective levels, to recognize and label the impacts others have on us, and to share understandings we have developed with greater ease.

This program makes extensive use of lab sessions in which individuals study themselves and others by means of video or audio playback of their interactions.

It is anticipated that with use of these skills a person will more fully understand his/her own role as well as another person's lifestyle, behavior and attitudes; other people will recognize that we understand them and are interested in them and will talk more freely about themselves.

In summary, our relations with others will become more deeply involved and meaningful.

Kagan explained to the group that the IPR model was originally developed to train school counselors. After working with counselors, he and his colleagues discovered that the model could benefit other groups as well. The first group to become interested in the model was the medical schools. They wanted to teach physicians to be more of "physician-counselors". Now over thirty medical schools in the United States require their students to take a full course in IPR.

Kagan indicated that he has been interested in reaching school groups for some time now. Four years ago, he and his colleagues began to move from the counselor in the schools toward reaching the principals and teachers. He wanted to know whether IPR would change perceptions, that is, students' perceptions of teachers, teachers' of students, students' of the principal, and so on.

Two years ago, a grant from NIHM helped him and his colleagues refine and focus in on the most appropriate procedures to reach these new groups. They discovered that after IPR training students saw teachers more positively and more humanely than in schools that had not been exposed to IPR training. Teacher's morale was maintained at least level, if not improved. Teachers were more positive about administrators, administrators about teachers, and teachers and students improved in their positive outlook about socially different people.

He stressed that all he had done was give these students, teachers and principals some of the tools and skills counselors and psychiatrists had utilized for years. This training, Kagan stated, is geared to add to your "horse sense".

There are times when we all must give somebody a very painful message -- IPR training can help one to more effectively deal with the situation. IPR provides a method that will allow administrators to help teachers think through some of the confusing elements and some of the areas where the teacher's own emotional involvement is adding to the problems.

Following are summaries of the presentation. Each phase of it was accompanied by film vignettes, active group participation and the occasional use of audio tape recordings followed by instructor and/or student recall.

Facilitating Communication - Learning Response Modes

One of the earliest IPR research needs was to find a rating system which could be used as an indicator of the effectiveness of mental health therapists. The first task was to find out if there were any behavioral differences between effective and ineffective therapists. We developed scale items by analyzing video tapes of counselors and therapists interviewing clients or patients. It was fairly easy to identify the extremely good from the extremely poor after watching their interviewing techniques and listening to the client's feedback, but it took a lot of work to further identify the factors which consistently separated the effective from the ineffective interviewers.

Our conclusion was that, among other undefined characteristics, the successful counselors, 1) focused much of their attention on client's affective response; 2) listened carefully and tried to understand fully the client's communication while simultaneously conveying to the client that they were trying to understand; 3) were extremely frank and honest (but gentle) rather than manipulative or evasive in responding to the client; and 4) responded so as to encourage the client to explore further and to assume an active role in the counseling process.

The extent to which these behaviors were used seemed to depend upon the person the interviewers were with and their goals within the session. But apparently the skills, the so-called "response modes," were within their repertoire. The ineffective therapists, almost without exception, avoided these elements of communication and apparently these skills were simply not within their repertoire.

In the following years the team found that rating interviewer behavior on the extent to which these specific response modes were present or absent could be used consistently to separate not only more effective from less effective therapists and counselors, but also physicians, teachers, social workers, and paraprofessional helpers.

These skills (response modes) should be added to the skills you already have.

The first element is what we call the "exploratory response." Exploratory responses are those which encourage a person to stay deeply involved in the communication and yet at the same time give him/her lots of freedom and latitude in what his/her next response will be. In other words, you respond in such a way that the person you are talking with is encouraged to become an active participant in the communication rather than a passive receiver of your advice and knowledge. Your responses encourage the other person to explore further, to go more deeply, to expand, to elaborate and also to assume a great deal of responsibility for the direction and content of his/her next statements.

* Exploratory Responses Encourage People to Stay Actively Involved... Give People Freedom in Their Responses

Non-exploratory responses, on the other hand, even though they may be very gentle and well-meaning, give the other person little opportunity to explore, expand, or express themselves freely.

* Non-Exploratory Responses Discourage People from Pursuing Their Concerns...Limit the Scope of Their Responses

There is another even more important, more basic characteristic of exploratory and non-exploratory responses. Oftentimes when someone comes to us with a concern, they somehow make themselves small and set us up as bigger or older or wiser. If we're not careful, this can easily result in a non-exploratory relationship. The issue here is egalitarian partnership, versus authoritarian leadership.

A common characteristic of non-exploratory responses is that the person giving that response is somehow placing himself or herself above the other person.

* Authoritarian Leadership

Exploratory responses on the other hand, are more tentative and indicate a willingness to have our comments modified or even rejected.

* Egalitarian Partnership

If you really want to understand what another person is telling you, what could you do? Well, first, when something important is said you could check out your understanding with the other person. This can be a simple paraphrasing of what you believe the other person has said. If you are really trying to understand when you don't understand, when you are confused or when you think you may have missed something, you ask for clarification of what the other person may have left out or what is confusing you.

The so-called "listening" responses are those which serve either to have the other person clarify statements we didn't understand or serve to make sure we're on the same wavelength as the other person is. Effective communicators devoted much more energy in listening and trying to understand what the other person was saying than in figuring out what they themselves were going to say next.

* Listening Responses: Check Out Your Understanding or Ask for Clarification

Ineffective communicators rarely checked out their understanding of what the other person was saying, almost never admitted that they were confused or unable to follow and they often jumped to erroneous conclusions.

* Non-Listening Responses: Rarely Check Out -- Jumped to Conclusions

A listening response doesn't accuse or judge people but it should help them clarify their own thinking so that both they and we can understand. Additionally, offering suggestions or advice on the basis of very little information can actually be insulting. It means that the other person's problems are so simple that in just a minute or two of listening you know the solution.

Effective communicators were in fact sometimes heard to say, "I'm sorry, my mind wandered" or, "I was thinking about something you said earlier. Could you explain that again?" Can you see how an admission that you didn't hear something could communicate that you do want very much to hear and understand what another person is telling you?

When you first begin using these skills they may seem strange and awkward...even phoney. But in a short time, if they prove useful, you'll use them in ways which are genuine and consistent with your own style.

Please keep in mind that these skills are useful, but they are to be added to your logic, your sincerity and to all the other skills, knowledge, attitudes, and awarenesses you already have. They are not meant to be a new way of talking, of and by themselves.

Oftentimes we can recognize each other's feelings and emotions without an exchange of words. Sometimes we can identify only that they are indeed feeling something. Effective communicators tend to deal with these feelings, whereas ineffective communicators stick only with cognitive areas. Effective communicators believe there is value in using their ability to recognize people's feelings. They often label what they perceive or they encourage the person they're talking with to label their feelings for themselves. Effective communicators, through practice, also develop a vocabulary to describe or facilitate dealing with feelings.

Now suppose you sense another is bothered by something but you're unsure what is bothering the person?

If you have a very limited amount of time to spend with another person and yet you want to make that time as meaningful as possible, honest labeling responses may be very appropriate. These responses seem risky, and it's true, they indeed may be risky. But not engaging in honest labeling can also be risky. Such distorting responses can communicate to the other person that we're unwilling to really engage them. Distorting responses may also be read as a kind of rejection. That is, the other person may feel, that my innermost thoughts and feelings are indeed something to be ashamed of. Honest labeling communicates to the other person that you are willing to deal directly and squarely with what you have heard and it encourages the other person to be honest in labeling his or her own perceptions, attitudes and reactions.

The Recall Process - Studying Oneself in Action

The second phase of our training is designed to help you overcome two dynamics which often interfere with the counselor's ability to understand the client or to communicate that understanding. We repeatedly observed in IPR sessions that people perceive and understand much more of their communication with each other than one would suspect as one observes the interaction. It appears that people "read" one another's most subtle communications fairly well, but as socialized beings they often pretend that they read only the surface phenomena -- the "official" message. Beginning counselors act as if they do not perceive or understand the meaning behind many of their client's statements, but during the recall process indicate that indeed they did understand but were unable to act on their perceptions.

The second dynamic which we hope to influence is the dynamic of "tuning out," that is, of actually not seeing or hearing the other person for periods of time during the session. This usually occurs when the person is especially concerned about the impression he/she hoped to make on the client. Teachers often miss important cues about their students. The young teachers, not really comfortable with their subject matter, so often were "rehearsing" the material to themselves that they were simply not open to attending to external stimuli.

After recall sessions these two dynamics (feigning naivete and tuning out) will hopefully be exhibited less often. The second phase of our training, then, is to set up a counseling session and do little or no recall with the client, but rather to conduct a recall session of yourself. Typically, through this procedure, you will learn to recognize where and how you fail to hear or to deal with client messages. You will also become more sensitive to your own feelings in human interaction.

The recall process involves videotaping an interaction between people and then, as soon as possible, using a playback of that videotape with one or more of the participants to enable and encourage them to recall the thoughts and feelings they had experienced during the session. Each participant is encouraged to stop the playback whenever anything is recalled The person who reviews the tape with the participant serves neither as a critic nor as an evaluator, but rather as an inquirer, facilitator and interested listener.

Inquirer Training - Role and Function

The next phase is learning the inquirer role. The specific questions one asks in the inquirer role and, even more important, the learning-by-discovery philosophy of the recall process are very useful skills and attitudes. In learning the inquirer role you also learn that assertive behavior is not necessarily hostile behavior. The inquirer role, though relatively non-judgmental, is nonetheless confronting and assertive. It requires that one ask such questions as, "How did you want that other person to perceive you?" "Were there any other thoughts going through your mind?"

One way to begin to define the inquirer role is to contrast it with traditional supervision. (This was done via a film.) With directed supervision, the learning which results provides no sense of personal responsibility, self-motivation, self-control, or personally defined intentionality. Even though it may be the quickest way to teach someone something, this approach may not be the best. If "life is a journey, not a destination," perhaps the second (IPR) approach is a better way to help someone learn the excitement and joy of discovery, a way to make a more interesting journey. In this approach a sense of responsibility is fostered. This approach should help the student assume ownership of his/her own behavior. The motivation to change is then intrinsic. With IPR recall we hope that people come to believe that they are responsible for what they did. They are encouraged to talk about their motives and concerns. A very basic part of the philosophy of the inquirer role is to encourage change out of a sense of personal responsibility for one's own behavior and out of a feeling that one is capable of determining one's own directions for change. In addition to this philosophy of "personal attribution and responsibility" there are some very practical considerations.

What's available to us as we observe or listen to an account of another person's behavior is very limited -- a bit like the top of an iceberg. We could guess about the shape and quality of the rest. But, with the videotape playback available, it's possible with a little help from us, for the persons themselves to label honestly what was happening to them.

So the inquirer role might be thought of as highly exploratory rather than labeling. Observations, interpretations and labels are not only not necessary, but may even get in the way. We shall encourage you later to be able to take the risk of labeling what you perceive happening between you and another person. But, in this unit we would like you to become equally skilled at helping others label for themselves.

Typically we enjoy our own teaching, but in recall we have to enjoy the other person's learning. Our source of satisfaction is the other person's learning. As inquirers, if we have done our job well, we've been facilitators and we share with the other the joy of that person's discoveries.

Then to summarize, as inquirers we must:

1. Learn to enjoy new sources of personal satisfaction and reward. We must learn to enjoy the other person's learning rather than our teaching.
2. Help the person develop a sense of self-direction. The inquirer assumes that there is value in helping a person make important discoveries, own these discoveries and develop a sense of self-direction rather than feeling that someone else controls him or her.
3. Self-discovery is a process not a skill that can be easily learned from a lecturer.

4. The individual knows best the meaning an experience had for him or her.

5. That asking exploratory questions without implying interpretation is the most effective way to help the person being recalled put the underlying story into words so that the story becomes better known to him or her. Notice that what we are after are non-interpretative questions. But notice they are questions which are related to a probable content area.

As two people talk they are bound to have thoughts, feelings, expectations, concerns, and so on. Asking the following kinds of questions encourages the person to think about the situation in depth. By the way, notice we ask "what" questions, not "why" questions.

Examples: Inquirer Role and Function

Some Inquiry Leads

- What were you thinking?
- What were you feeling?
- Were any pictures, memories or words going through your mind?
- What did you think the other person was feeling?
- What did you think the other person wanted of you?
- Was there some way you want the other person to think or feel?
- How did you think the other person felt about you? How did you want the other person to feel about you?
- Was there anything you wanted to say but couldn't find the "appropriate" words for?
- Were you aware of any risks for you or the other person? Any imagined outcomes of anything you considered doing?
- Do you recall how your body felt? Can you recall any specific parts of your body reacting more than the other parts?
- Did you have any feeling of familiarity, like, "Here I go again..."?
- Did the sex or physical appearance of the other person have any impact on you?

Introduction to Recall

- Mind works faster than voice.
- Not time to say all.
- Things you didn't want to tell.
- Vague feelings, couldn't find words.
- Impressions of other and other's impressions of you.
- Images, bodily reactions, ideas, feelings.

Inquirer's Approach

- Exploratory, brief, open-ended questions.
- A mixture of questions, some about thoughts, some about feelings.
- Listening, rather than feeling, interpreting, counseling, teaching.
- Avoidance of communication blocks; non-judgmental, non-diverting.
- Focus on videotape: then, rather than now.
- Follow up probes with appropriate next statements: "What effect did that perception have on you?" And later: "Do you think she/he knew that you were so influenced or affected?"

As you practice the inquirer role, you may find yourself at first feeling quite stiff and unnatural. Any new set of skills is likely to seem awkward and mechanical at first. But of course, the role cannot be a mechanical one. Communicating your own sincere interest and excitement is a very important characteristic of inquirer behavior.

Individual Recall

Awareness of and sensitivity to your own feelings and often inappropriate behaviors seem to help you do a better job, but awareness of self is often not enough. Typically you still need additional help to become more involved. An IPR tool was fashioned both to provide client feedback and to afford you additional experience using exploratory probes --

the primary mode used in recall. In this phase, you are required to perform the function of inquirer with another person's client. Thus, you have an opportunity to try out a new behavior (the exploratory probes basic to the inquirer role) with the support of the audio tape and the realization that you are working with your peer's client, not your own. When you later switch roles, your partner then does recall with the other person's client. You may agree to exchange notes later, to listen to audio recordings of your partner's recall and to learn about their recalled reaction to the session. Thus, both students learn -- the one in the counselor role and the one in the inquirer role. By this phase you are ready for such feedback and are not overwhelmed by it (especially since it is a peer not the supervisor who is the client's inquirer). Students usually learn, often to their amazement, that they can be both confrontive and supportive. They learn that questions or comments raised by the interviewer (which might be embarrassing or bold in most social settings) are appropriate and productive in a counseling or medical interview when accompanied by communication of concern or interest. Students learn, too, how clients react to them and which of their behaviors clients found helpful and which they did not. Most often students are also amazed to learn of the extent to which clients are deeply concerned about the counselor's feelings about them. No matter how remote in space and time from the counselor-client interaction the content of the session appeared to be, they learn that a large part of the client's attention is focused on the here-and-now interaction between themselves and their counselor. This awareness creates in students a readiness for the next phase of the system.

Mutual Recall

It is one thing for you to learn experientially that an important part of client's concern involves the counselor and especially the client's anticipations but it is quite another thing for you to learn to use the relationship itself as a case in point to help clients understand their usual interpersonal behavior and feelings and to learn to relate in new ways. Again, with the developmental task defined and awareness of the probable readiness of the student for new learning an IPR experience was fashioned to help achieve the goal.

Counselor and client are videotaped as before. During the recall session both counselor and client remain in the same room and are joined by an inquirer. During the recall session both counselor and client are encouraged to recall their thoughts, feelings and especially how they perceived each other and what meanings they ascribed to each other's behaviors. A situation is thus created in which two people, a client and a student are helped to talk about each other to each other. Such mutual recall sessions typically enable students to become better able to communicate with clients about the here-and-now of their interaction. People become more involved, more concerned, more assertive, and more honest with their clients and use the ongoing counselor-client relationship as a case-in-point to help clients understand their relationships with others in their life.

Mutual recall provides you with the opportunity to learn how to talk with someone about the meaning your communication has to each of you, and to use the ongoing interaction as a vehicle for understanding the life style of the person you are with, and to learn ways of changing relationships. You will learn to use the here-and-now, ongoing relationship as a means of understanding the person you are with and of helping that person understand her/himself. You will now also be encouraged to use your skills and the IPR method with people outside the training group.

You have now had several experiences in which you were encouraged to become aware of the ongoing subtleties in an interview interaction. Perhaps you've noticed in yourself or in your colleagues that it is one thing for you to recognize that the way a person interacts with you may faithfully represent her/his interactions with significant people. It is one thing for you to recognize the importance of the feelings a person engenders in you as a clue to the person's probable impact on significant other people in her/his life. But it is indeed a matter of a different order for you to bring yourself to label and to act overtly on these things in the immediacy of their occurrence with a person during the interaction -- in effect, to make better use of the ongoing, here-and-now perceptions and concerns as they occur. There are ways of helping you learn these labeling and prompt overt action skills.

Conclusion

There are a variety of experiences you can now structure for yourselves. It might be helpful to team up with a colleague now or in the future and conduct recall sessions with each other as you interact with people professionally or personally significant for you. You may also try using some of the same materials with your clientele or significant others that we used with you. Teaching them the elements of communication, for instance, then using the interpersonal stress material and inquirer training.

Now that you've completed the IPR series, you should be more sensitive to feedback and better able to deal with students, clients, patients, as well as friends and loved ones. Are there areas of interpersonal interaction with which you are still very uncomfortable? Are there things about yourself which you feel continue to get in the way of your being professionally effective and able to help other people? What can you do about it? Would further practice and review be helpful? Do you think you simply need more experience? Could you, yourself, benefit from personal therapy? Is it possible you could have learned better by some methods other than IPR? Perhaps you have concluded that human interaction is really not an area in which you want to have to spend a lot of your time. On the other hand, perhaps you have found this kind of interaction so satisfying that you would like to devote a great deal of your time or your career entirely to these interpersonal aspects.

There are many areas which the IPR series does not deal with. For instance, there still may be much you need to learn in order to be more effective in knowing when and how to refer people who need more expert help than you can provide. We have not dealt with ways to help change a person's environment, nor with the importance of good medical diagnosis and treatment nor with efforts to directly teach coping techniques. But, you probably are more able than before to be a healthy influence in human interaction.

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CHAPTER THREE

PARENT/COMMUNITY INVOLVEMENT IN THE SCHOOLS

Objectives

I. Personnel Management

  A. Human Skills

    1. Is able to get people to work together.
    2. Recognizes the need for identifying and gaining support of building and community leaders.

II. Curriculum

  A. Conceptual Skills

    1. Demonstrates an understanding of strategies for initiating change.
    2. Evaluates new programs and practices and applies them to his/her building.

  B. Technical Skills

    1. Provides productive in-service programs and staff orientations.
    2. Utilizes neighborhood, district and statewide resources in the implementation of the instructional program.

III. Planning and Organization

  A. Conceptual Skills

    1. Develops both long and short term goals.
    2. Seeks additional information and evaluates alternate solutions to solve a problem.

  B. Technical Skills

    1. Demonstrates ability to assess school/community wants and needs.
    2. Makes appropriate and efficient use of building facilities and grounds.

IV. Public and Community Relations

A. Human Skills

1. Has a considerate and caring attitude toward others.
2. Supports an individual's need for personal development.
3. Is able to get school and/or community groups to work together.
4. Displays empathy and concern for others.
5. Fosters a trust and belief within the community.

B. Conceptual Skills

1. Utilizes evaluative data to assess school/community needs.
2. Demonstrates the ability to analyze and assess community power structure and leadership.
3. Demonstrates knowledge of how to effectively utilize community resources.

C. Technical Skills

1. Listens to people effectively.
2. Demonstrates ability to assist in the development of mutual goals with other agencies and organizations.

Introduction

Program specialists for this workshop were Carolyn Lowman, who works as an elementary teacher with the Lansing Public Schools and also serves as a research collaborator for the Institute for Research on Teaching at Michigan State University, and Cheryl Hall, a teacher at the Spartan Pre-School at Michigan State University. Other specialists were Jim Kaiser, Judy Tickle, Steve and Linda Hecker, all from the Lansing School District, Duane Brown from the Flint School District and Larry Lezotte, professor of education at Michigan State University.

Lowman and Hall offered a teacher's as well as a parent's perspective of parent/community involvement in the schools. They talked about factors they perceived to be very important in developing a "comprehensive parent/community involvement program" which would entail a major change for the school system. Many of the ideas they presented came from _Building Effective Home-School Relationships_, by Ira Gordon and William Breivogel, and _Working Together: A Guide to Parent Involvement_, by Anthony Coletta.

Lowman first discussed the role of the principal in programs involving parents and the community. She emphasized that the role of the principal in this home-school partnership is one of _ombudsman_. Principals should actively seek out and inform parents and community members of their decision-making rights instead of merely watching for complaints.

She stated that the principal's responsibility is to protect the rights of children -- to help children get access to the best education possible. Involvement of parents in both the educational process and in decision-making is one way to help reach the goal of the best education for all children.

As more parents become involved in classroom activities, the teacher's role changes from that of working only with children to being a trainer-supervisor-partner of adults. This is one of the most basic changes made in a program of parent involvement. The principal must persuade teachers to recognize and accept this change.

A principal in a school which is initiating a parent involvement program is also faced with the problem of changing traditional views of the classroom. Instead of viewing it as a place where all education takes place, with total responsibility in the hands of the teacher, it must be viewed as a learning center where parents actively share in decision-making and shaping direction.

A comprehensive parent/community involvement program is a major change for any school system. It is a change from the concept that "we have all the answers" to a willingness to reach out to parents and involve them in all phases of the educational process. The major burden in making these changes is placed on the principal.

Although there are many ways of looking at parent/community involvement it is helpful to view such involvement as having four major components: 1) home-school communication, 2) classroom tasks, 3) parent awareness groups, and 4) policy making.

Home-School Communication

Although each of the four components is very important there is no question that two-way communication between home and school must come first. Schools which have used a variety of communication techniques report that trust levels between parents and teachers increase rapidly. When trust grows, other components fall into place naturally and other aspects of parent/community involvement begin to develop, such as parent awareness meetings.

The creation of trust between home and school can hardly be overemphasized. Principals must encourage many activities in their school to facilitate better home-school communication. Many building administrators send home a weekly newsletter to keep parents informed. This is one way to let the parents know what is happening at the building level. Through building leadership you can organize informal social activities. The desirability of social interaction between parents and educators is described by Lundberg and Miller (1972) who wrote:

> "Informal social activities play an important role in parent involvement. Through such activities the ice is broken between parents and staff. Parents start to develop a feeling of belonging to a group, by meeting new people, and by sharing common interests and concerns. These are some of the basic needs that must be fulfilled for a person to want to be a group member."

One successful activity commonly used is holding a series of coffee hours held in parents' homes at various times to meet the needs of working parents. As an outgrowth of these coffee hours, the principal and staff become more aware of the concerns held by parents and develop an understanding of what parents want in their school.

Another way of bridging the communication gap is to help teachers to become aware of more effective ways of communicating with parents. As principals, your leadership is helpful in achieving this goal. You can help find the resources (maybe a teacher in your own building) to conduct inservice training in this area. Just one phase of communication that could be greatly improved is the parent/teacher conference. With some effective dialogue and perhaps role playing, teachers and parents can increase the meaningfulness and effectiveness of parent/teacher conferences. Parents need to know what to expect and what kind of useful questions to ask at conferences. Teachers also need additional training in this area.

Teachers usually have received no pre-service training in communicating with parents. They need to be shown new, creative ways to make this a two-way communication system. Training for your staff in active listening and open-ended questioning would be a good start in the right direction.

Classroom Tasks

Another component of parent/community involvement is classroom tasks. There is no question that initially the addition of parents into the classroom means more work for the teacher. There often is resistance on the teacher's part toward having parent helpers in the classroom because of the need for additional planning time this creates. Yet, over the course of a school year, the added effort and work will create a more productive classroom. Parent helpers can help those children needing individual attention and can also lessen the fatiguing pressure a teacher sometimes feels. As the principal, you are in the position to help the teacher most effectively tap the resources of the parent volunteers in the classroom and can provide much needed support and guidance. You can also help to identify community members willing to be of assistance in the classroom. One particularly rich resource -- virtually untapped -- is senior citizens. An example of a highly successful program involving senior citizens in the classroom is the Grandparents Program operating in Ann Arbor Public Schools. This coordinated program places grandparents (senior citizens) in the elementary schools to serve as additional instructional aids in the school's art classes.

Parents and other community members must be given proper orientation before assuming classroom responsibilities if the classroom is to function smoothly. When parents know what is expected of them the outcome can be highly satisfying. Schools which have made no plans to train and prepare parents for a classroom role have seen their programs turn into nightmares. Therefore, it is vital that teachers and principals take the time to plan and implement proper orientation so that children and staff will reap the benefits which the parents can provide.

There are many advantages to involving parents within the instructional program. Parents enjoy the opportunity to be useful. The pupil-adult ratio is lowered, enabling more and different kinds of activities to take place. Learning experiences which have the potential for confusion, such as woodworking, can, with the use of parents, be properly supervised. Parents benefit because they learn new ways to help their own children at home.

One can identify parents who are willing to work as volunteers via a questionnaire. One can also assess at what level and in what areas they are interested in participating.

Parent Awareness

The third component of parent/community involvement is parent/awareness groups. What worked for parents fifty years ago does not always hold true today. Parents need help in learning how to "parent" more effectively and how to reinforce school based instruction. Parents need the help of the schools because other agencies presently are not providing this type of support.

Policy Making

The fourth and last component of parent/community involvement is policy making. Many school districts are organizing citizen involvement committees at the district or building level. This is an opportunity to select parent and community members who can add a much needed new dimension to the schools. We need parent input to broaden the perspective of the schools and, as educators, we need to foster the practice of involving the parents in the education of their children. An active, participatory community involvement council could begin to bridge the gap between home, community and schools.

The major process Lowman and Hall used in introducing the participants to parent/community involvement was a role playing activity. The role playing situation had as its objectives:

1. To demonstrate that people of goodwill, when forced into a conflict situation, will represent their special interest groups.
2. To demonstrate that parent participation helps issues to come to the surface.
3. To demonstrate that because of the public nature of schools, the principal is exposed to and must attend to a variety of interest groups.

Next, a problem identification/problem solving activity was introduced. This activity required small group discussions of the possible constraints principals might face in implementing effective parent/community programs as well as ways to reduce the constraints. This technique utilized the concept of "brainstorming."

Finally, participants were required to individually list and share those activities that have been used successfully in their particular schools. As an outgrowth of this session, a booklet of building activities for furthering the home-school-community partnership was developed. In addition, each principal was required to develop a yearly design for expanding the role of the school's involvement with the home and community. These yearly designs were compiled in a separate booklet. Both booklets are included as Appendix F and G of this publication.

Address by Ernest Melby

Ernest Melby is a distinguished professor of education at Michigan State University. He came to Michigan State University from New York University where he was professor and dean of education from 1945 to 1956.

His other positions have included chancellor of the University of Montana, president of Montana State University and assistant and associate professor of education at Northwestern University from 1934 to 1941. The following is a summary of his talk.

Everybody in the United States lives in an elementary school district. So, if you have the ear or eye of the elementary principals of this country you can communicate with all of the parents and all of the homes in America. Did you ever think about that? It's almost a frightening thought. The head of the Kansas City Foundation recently said that it was his studied opinion that the day would come when all relief and all social services would be dispensed by the elementary schools of the country because they had the contact with the people. This is a really tremendous thought. We haven't given much attention to the social function, the political function and the economic function of education, or of schools, or of the educational administrator.

If you really look at education as it is today and ask this question, "Who can do something about it?" there is no like number of people in any other field, or any other kind of administrator who can do as much as the elementary school principals. Now I'm not making light of the high school principals, or anything of the kind. But those of you who have been around in education know there isn't much you can do about the high school anyway. And if you get to the university you can't do anything about it either because every professor does what he darn well pleases. It doesn't make much difference what the president, the dean or the department chairman does. They can't do anything. It's the elementary school principal who can.

Elementary school teachers have almost always listened to the principal. Elementary school teachers who come to the university even listen to the professor, even assuming that the professor has something important to say, which may not always be the case. So the situation is really one in which there is a propensity for learning. Of course, it may well be that the people who work with children have some of the qualities rub off on them. I have noticed, and maybe you have too, that the first grade teachers and kindergarten teachers have a quality about them that doesn't seem to be quite as pronounced as you go up the grades. I think it must be the fact that they are confronting children everyday in very lovable years. It's an interesting thing that almost no child starts school believing he can't learn. Did you ever think about that? Hardly any child starting school, comes in and says he can't learn. We're the people who do that. We're the people who convince children they can't learn.

The striking thing about a child is that he learns more in the first three years of life than he will ever learn again in any three years, even graduate school. In the first six years of his life he learns more than will ever be learned in any six years in his life again. When I was school superintendent I never knew a parent who brought me a child and said, this child can't learn. No parent ever said that to me. They wouldn't say it because it isn't true. The parent knows the child has already learned a tremendous amount of things. For instance, he has learned a language. Parents, with all our criticism of them, do better in creating an environment for learning than we do in school. They develop more curiosity on the part of the children than we do. In fact we sometimes destroy the curiosity that has already been developed by the parents. So the longer that the child is in school, very often the less curious he is and the less interest he has in learning. You ought to think about that. Why is it, and what is it that we do that produces this kind of thing?

A friend of mine recently published an article in which he talks about something very interesting. He talks about the importance of being awake. He quotes one great writer in our history who says he has never met a man who is awake, thoroughly awake. He says he'd be afraid to look at him if he found him. Pointing out as he goes on to develop this, he stresses the importance of being aware of other people, other people's problems and of your own problems, as well as being able to relate to your environment and to things that are happening. A lot of teachers don't see anything that happens in the room. All kinds of things happen all the time and the teachers don't see it. They're not aware. They're not awake. And of course, if you're going to take full advantage of the fact that you are awake, then the environment ought to be right for that kind of thing. And we're now getting to the point where we're talking about what you and I can do about these things.

What the child needs for his greatest development is an environment in which he has constant awareness of the caring of other people. He's aware that his mother cares, that his father cares, that his brothers and sisters care, that the teacher cares, and that the man across the street cares. Ideally, that he's loved, not only by his mother and father, but by everybody else that he has any contact with.

When we were talking about schools thirty or forty years ago, we overestimated what schools could do. Today we pay for that overestimate because we led the public to believe that we could do everything. The public now expects us to do everything, and we obviously can't. We now realize that we are all educated by our life -- our whole life. And the more creative your life, the better your education. So I say, creative living is the essence of education. That's what it's all about. Creative living. There's some creative living possible in the school, but only some. There's more creative living possible in homes. There's more on the street. There's more in business places. There's more in the total community. Our real problem is to mobilize all of these resources and bring them all into play in relation to the development of children. In a community we have a school, we have teachers, we have parents, we have places of business. This is the complex thing we speak of as "the community," with varied and tremendous resources for education. As principals you've got to figure out how to use all of this. Not only what you've got in the schools, but what you've got in the community.

I found communities wherever I've lived had the most wonderful people just living across the street from the school, or in a local business. The tragic thing is that we just don't make much use of them. The reason for this is that we somehow got ourselves in the state of mind where we believe that it takes a certificate to teach. If you didn't have a degree and if you didn't have a certificate you couldn't teach. We talked a lot about teacher qualifications and we made a lot of fuss because some teachers weren't qualified, and today we discover that sometimes the teacher aides and all of the volunteer people are better than the people with Ph.D's. (In fact I think the people with Ph.D's are probably the worst of all as far as teaching is concerned.) There isn't any relationship between degrees and the ability to teach. The thing that makes the difference is your attitude toward the person, toward the child. The thing that makes the difference here in this session is your relationship to me. If you think that I don't care about you, that I have no interest in you, that I think you are stupid and not very good, I won't have any impact on you at all. But if you think that I care about you, that I think you're great, that I think you're smart, that you can learn, that I respect you, that I look up to you not down on you, then I can teach. And that's true all over the whole world in human relations. Today in our profession we have all sorts of programs. We've got systems analysis, we've got competency based teacher education, competency based education, career education. None of these things are really very important. Why? Because they don't come to grips with the problem of the learner. The problem is not the subject matter. The problem is not the competency of the teacher in the ordinary sense of the word. The teacher might know all there is to know about education and still might have bad effects on the children.

Schools are long on know-how and very short on be-how. We have given almost no attention to what you should be, how you should behave, what kind of a person you should be. We've given most of the attention to what you should know. If there's evidence that you know a lot, then we give you a degree and some other rewards. But, without a doubt, there's some little mother in the school district who hasn't earned a degree, hasn't read the books on education, but is an artist with children. She can come into the school, sit down at a desk with a little boy who can't read, and in two weeks there's a boy who's beginning to read. Now as teachers, this bothers us because we think that with all our knowledge we should be able to do better. But the problem is that we don't give that little boy the feeling that we care. That little mother does. She makes that little boy feel that she cares. And he finally comes to care about her. And so you have a two-way relationship in which learning takes place. That is equally true with the school board, and equally true with the business people in town, and equally true with the entire community.

Now, I'd like to say a little bit about our administration. The administrative theory that we have just doesn't fit our profession, and it never did. This is not new. People have been pointing this out for fifty years, I guess, but we still hang onto the same system. And in our cities, particularly the big ones, we've developed a bureaucracy that is almost impenetrable. I'll give you an example of just how bad it is. A few years ago I was in Cleveland for a week of talks. Finally the last day came and the man who was taking me around said I have an easy job for you. All you have to do is give one talk to the central office staff. I visualized a small group like this. He took me into an auditorium in the building and there were over 800 people in the room. That was the central office staff! Like I say, this bureaucracy is impenetrable. It's keeping us from changing education. Community education is a two-edged sword. It not only reveals what's wrong with our schools, but in a very striking way it reveals what's wrong with our education. And one of the first things that happens when you develop a program of community education is that the principal and the community school director get into trouble with the administration. They do that because there are so many rules and regulations covering the whole system that it's impossible to get anything done without breaking some. Then you're in trouble. If we take the position that the school and the community ought to develop an educational program that fits that community and that uses the resources of that community, then we have to give the school in that community elbow room to do this. Therefore, I think we ought to give the principal freedom to do any darn thing he wants to, as long as he doesn't burn down the building or something like that. I would give the school every kind of freedom that I could think of. And I would never want the central office to be an obstacle. I also wouldn't want the principal to stay in his office very much. You can't do anything in that office anyway. It's a millstone around your neck. It piles up with paper and stuff that you have to pay attention to, when you should be talking to teachers and kids and people in the community. So I wouldn't stay in the office very much. In fact I'm not sure I'd spend too much time in the schools. I'd go around the community, getting acquainted with people. I'd get an inventory of all the people in that community who could help me. I would get an understanding of that community. I wouldn't just know the organization of that community, and just the prominent people but the little people as well. No matter who they are or what they do those people are important. People are important.

I think this would really change the whole picture. Think what you could do. You're puzzled about that, aren't you? You're wondering what'll happen in school while you're away. Nothing very bad. Maybe something good. It's worth thinking about.

If we're going to do this we've got a lot of learning to do. We've got to understand community structure. We've got to understand community organization. We've got to understand the academic system of this country and the world. We've got to understand the political forces at work. We've got to understand that the world is in great trouble. And don't make any mistake about it. We are in trouble. I make a prediction that if nothing more is being done than is being done at present, in the next ten years the country is going to be very different than it is today. And not in a good way, either. I don't believe it will stand up the way it is going. We've got to find some way of giving people jobs, no matter how we do it. Whether it has to be done by private industry, or by government, or whatever, we've got to give people something to do. And if we don't give people something to do, we won't stand up. You can talk about free enterprise all you want to. You can talk about the wonderful American freedom. You can talk about this, that, and the other thing, but I'm not going to have it and you're not going to have it unless we can find something for people to do. We've got a stake in this, because if there's anybody in the world, who is dependent on freedom for his functioning, it is the teacher, and the principal, and the school administrator.

I spent a month in Germany when it was under Hitler and I've never been the same since. At the end of that month, for the first time in my life, I had an awareness of what freedom meant. When I came home on the ship, I remember thinking about all these things that I had seen, and wondering to myself whether it was really possible to keep the kind of free society that we have in this country. The trouble is, we don't realize what we have to do to keep it. We resist the things that would save us. We resist spending money for the things that would help us. If we're that naive all over America, maybe we don't deserve to keep the freedom we have. Maybe we're just letting it slip between our fingers. You see, you're in a dead serious business. Some people are so disgusted with schools that they talk about "deschooling" society -- doing away with schools. It's not only the schools and education as a profession that's at stake, it's the whole society. It's our whole freedom. It's everything that we have held dear from the earliest days of our country and from the earliest progress of the human spirit that's at stake. Now you see why it cannot be done in the schools alone. The school is a weak reed, if we depend on it to save our freedom. But education is a powerful reed if we use all its resources.

This seems to me to really be the thing that we already think about when we're talking about administration. I think we ought to work out a new system of educational administration in America. I would decentralize administration within the schools. If I were a principal I would delegate many of my functions to the teachers, to assistants, to parents, and to people in the community. I would involve all kinds of people. And this I would see as my big job.

There's been a lot of talk about community control, and our experience with community control hasn't been very good. But we don't talk as much as we should about community involvement. If you had more involvement, you'd have less pressure for control. We could have involvement without the hazards that come with community control, because community control opens up the [illegible]ortunity for political groups to take charge of education. If we manage the involvement correctly, this will not be the case. This is a big job. We ought to be preparing this in the university, but I don't think we will. I have very little faith that our universities are going to lead us out of the wilderness in the field of education. We're too self-centered. We're too involved in our books.

I recently moved from one house to another and I thought it was a good chance to give my whole professional library to the university. I wasn't using it. There's very little in it that's worth reading anymore. It might have been worth reading at one time in our life, but it isn't worth reading now. Most of the books on administration are long since out of date. I'm not the only one who's saying this kind of thing. When I talked to the school superintendents, which I do every now and then, they agree with me.

What we ought to be doing in the university is getting out into the schools, into the community; studying these communities and figuring out what we can learn. We should go in as learners. That's the role of the principal. You're a learner. You'd better be a learner. If you're not, you're not the expert. You're out there to learn. Learn from teachers. Learn from children. Learn from people in the community. Learn from parents. And when I said you've got to get out of the schools, get out, not to tell people what to do, but to learn. Find out what's going on in that community. What are people thinking about? What are people talking about? What's on their minds and in their hearts? What do they think about what's going on in education? Could they help with it? Do they need help? If so, what kind? Some of us don't listen too well because we think we know all the answers, and we are the ones who don't.

I've been thinking about some way of sort of encapsulating this whole business, and I return over and over again to what I think about life, and how you get to be a good person, if not a great person. I think one of the things you need is to get some sense of human tragedy. And if you haven't yet in your life gotten a picture in your mind and hearts of human tragedy, do everything you can to put yourself in the experiences that will teach you the depth of human tragedy. Being awake, being aware, being conscious of the nature and meaning of the human struggle. This seems to me to be the big thing that we as principals ought to be thinking about. We ought to be working in the context of trying to see to it that in our community everybody is a learner and everybody is a teacher.

A Lansing School Community Program

Judy Tickle, a parent from Averill School in Lansing explained why she participates in their school/community program. She displayed posters and other material to illustrate her point. She feels that parents' participation has a positive impact on the achievement of the students and smooth operation of the classes.

Steve Hecker, school/community coordinator at Averill, explained his functions as a community/school coordinator and how they directly affected the growth of the program. He explained that strong participation by the building administrator increases the importance and efficiency of the program. He emphasized the importance of good community coordinator and principal relationships.

Linda Hecker, a reading teacher at Averill, pointed out how their program received the strongest support from the parents of the younger children in the school. Because of increased participation, Averill began short training sessions for parents on ways and methods to teach their children at home.

Jim Kaiser, principal of Averill, described his role relative to the presentations of the other members from his school.

Good communication with each of these individuals was of utmost importance. Listed below are the key factors stressed by Kaiser:

1. There must be a commitment by the principal. Evaluate your philosophy as a principal regarding community education.
2. Assess staff's feelings; get feedback.
3. Conduct building inservice programs after school with teachers and involve the parents in the sessions. The contents could be on a community planning issue.
4. Establish direction.

5. Principal's responsibility is to keep the program going in the right direction.
6. A needs assessment can be done.
7. Know who the power people on the staff are, as well as in the community; get these people involved.
8. Look for and know alternatives.
9. Know all the community resources.
10. A variety of activities leads to a variety of audiences.
11. Use facilities wisely.

In conclusion, he pointed out that as a principal, strong support for the school program is what it's all about.

Duane Brown from Flint, Michigan, presented the "Flint Model." He focused on the role and functions of a community council and on the necessity for such a group if you plan to have successful parent/community involvement in your school.

He explained that this council does such things as developing position papers and conducting needs assessments. He pointed out that a good chairperson or leader is very important.

A film on how a typical community council operates in Flint was shown. The film was produced by the Mott Foundation and highlights various aspects of Flint's community education programs with major emphasis on the community council. It is important in the development of a community council to, 1) establish priorities among concerns, 2) clearly define roles of all sub-committees, and 3) find concerns and make accurate reports. The complete series of films are available upon request.

The final presenter was Larry Lezotte who discussed some of the research that he and Wilbur Brookover of Michigan State University have been conducting and how the research findings affect the role of the principal. Lezotte stated that his goals as a researcher are:

1. To be able to describe the essential components of a "productive school," and
2. To be able to describe one or more "change strategies" which will allow him to engage in planned change in relatively unproductive schools.

He informed the group that at this point in time he is restricting his inquiries to the elementary schools because he believes that "that mountain," as he put it, is high enough. He made reference to an article by Fred Hechingers in the November 13, 1977 New York Times entitled, "No One Knows What Makes A Good School." He feels that Hechingers' perspective basically supports his own. Dr. Lezotte's basic assumptions are as follows:

1. Schools exist as an agent of the larger social, economic and political context which fosters them. As such, they serve the functions which are assigned them for reproducing the social, economic and political relationship reflected in the prevailing societal institutions and ideologies (Levin, Bowles and Gunter).
2. By and large, individual buildings, especially elementary schools, have by intent or accident come to serve more or less socio-economically homogenous populations.

He feels the two above assumptions are critical. "They serve to anchor his inquiry." Even in accepting the two assumptions, he feels we must explain the following contributions.

> "How do you or they (authors like Noonan and others) account for the fact that there are schools that are, in fact, exhibiting high levels of productivity in spite of the fact that they are serving concentrated populations of poor and minority youngsters."

Parents, he states, have a lot to do with a child's learning. The crucial elements of good parent involvement programs are the principal, the school system and peer groups. At this point, references were made commending the program that Rev. Jessie Jackson was coordinating in California, which saw many parents involved in their children's schools.

Parent involvement is helpful to the learning environment in the schools. Parent involvement takes on many forms and each form should be specified in order to avoid overlap. In his research of lower class areas he has discovered that the school systems that have high parent involvement show higher achievement levels for their pupils. In the middle class communities, he found negative effects of parent involvement in the elementary schools. The higher the level of parent involvement, the lower the achievement level. He has not yet determined whether this is "effect" or "cause." Parent involvement is linked to the context of the school system, in terms of low or high levels of achievement within that school.

A better definition of parent involvement should be sought by school administrators. A clear understanding of what role they can most effectively serve is very important if the parent program is to function effectively for the students, parents, school and community.

In summary, this workshop offered practical as well as a theoretical basis toward a more effective parent/community school program for the participants.

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CHAPTER FOUR

ASSESSING BUILDING NEEDS AND BUILDING BUDGETING

Objectives

I. Planning and Organization

- A. Human Skills
    1. Demonstrates ability to gain active support of staff.
    2. Encourages staff suggestions and criticisms.
- B. Conceptual Skills
    1. Diagnoses priority needs.
    2. Develops both long and short term goals.
    3. Has a clear understanding of limitations.
    4. Involves those persons who will implement the results of a decision in the making of a decision.
    5. Seeks additional information and evaluates alternate solutions to solve a problem.
- C. Technical Skills
    1. Demonstrates ability to assess school/community wants and needs.
    2. Clearly identifies goals.
    3. Demonstrates ability to set up new programs.
    4. Demonstrates knowledge of local, state and federal funding sources.

II. Finance and Budget

- A. Conceptual Skills
    1. Diagnoses priority needs.
    2. Has a clear understanding of budget limitations.
    3. Understands the dimensions of school finance.

B. Technical Skills

1. Demonstrates skills necessary to develop an adequate budget.
2. Knows how to budget funds.
3. Demonstrates skills needed to manage all phases of finance that relate to his/her building operation.
4. Has the ability to write proposals.

Introduction

Program specialists for this workshop were Richard Benjamin, Director of Organizational Development in the Lansing Public School System; Richard Featherstone, Professor of Administration and Higher Education at Michigan State University; Gary Wegenke, Director of Administrative Services in the Lansing Public School System; Donald Steele, Superintendent of the Saginaw Public Schools; Jerry Baker, Administrative Assistant to the Superintendent in the Saginaw Public School System; and Janet Konzak, Staff Assistant for Finance and Business Management, also of the Saginaw Public School System.

Richard Benjamin served as program coordinator and tied together all the presentations. In his opening remarks, Benjamin talked about managerial decision-making, which constitutes planning, needs assessment and budgeting. He stressed the effort he and others have made toward putting these into a frame of reference of participation by different constituencies, including the community.

He informed the group that the focus of the workshop would not only be on where we are today, but on where we will be in the next ten years of management. Future Shock, by Alvin Toffler, was cited as one of the major sources of reference for participants. He urged the participants to read, or re-read more thoroughly, those chapters which talk about a bureaucratic method of management, which we tend to be caught up in, and a more participatory democratic method, which staffs and communities seem to expect of managers. Benjamin stated that managers are "stuck" between the bureaucracy above them and the democracy below them. He informed the group that these areas of concern would be the key point of departure as each specialist talked about the elementary principal's role in planning, decision-making and budgeting.

Another book cited by Benjamin was This School Belongs to You and Me, by Gerald Newmark. The book talks about community schools but its real value, he felt, is in its discussion of dealing with people in order to facilitate the planning process.

Benjamin indicated that this workshop would begin at a theoretical level but by the end it would focus on the practical.

A Planning Framework

Richard Featherstone next introduced one planning framework and some of the various applications of this model. The major focus of his presentation was to explain to the participants how to translate an overall mission into goals, objectives and activities. He stressed that this was a critical process because it is the first point at which they interact with the bureaucracy above them and the democracy below them. He told the group that they must never forget that they are a part of a school district, therefore, to take someone else's mission and translate it into goals, objectives and activities is a critical skill.

School systems, Featherstone pointed out, are complex organizations, and all complex organizations must have a "plan for planning." All organizational planning must be related to the mission of the organization, and there must be logic in the planning process. Those plans that have logic have something to sell. In addition, "there must be a medium of control (authority) in planning for a system." Planning must also recognize the political arena -- party politics as well as social politics. Planning also needs a good data base, i.e., facts that are valid, reliable and objective. He differentiated between facts and information. Data, he said, are facts. Information is the aggregation of data into meaningful forms.

This information became the background for small group activities on long-range planning. The participants proceeded to break up into smaller groups of five. A training aid for constructing a long-range planning document was distributed to all participants. The aid was developed by Richard Featherstone of Michigan State University and Robert Chamberlain of the Lansing Public Schools. Each group was assigned three tasks. First, they were to derive goals from a mission statement which was provided them. Second, they were to write measurable performance objectives for each goal statement and one activity for meeting the objective. The final task, which was given as a take-home assignment, was to cost out the activities based upon a set budget which was given to them.

The following is a synopsis on how to prepare a mission statement, how to write goal statements and objectives, and how to cost out an activity.*

Preparing the Mission Statement

A MISSION STATEMENT is a "blue sky" dream about what you, your board, your staff, and your students think about the role of your school in the culture in which you live. It is dream-like. It may reflect ideas about

*Long Range Planning: A Training Document (Part I and Part II), by Dr. Richard Featherstone and Dr. Robert Chamberlain, January 20, 1978.

what you wish to accomplish, to achieve, to become. You will find that the Mission Statement is the least definitive element in the multi-year staff planning document. It will not be specifically time related, will not have quantifiers, will not include evaluative statements. Yet, it may include statements that reflect quality, that set some quantitative standards, and that provide the basis for evaluation.

The development of a Mission Statement provides you as director of the school with an excellent opportunity to involve as many interested parties as you wish in careful thought about the educational direction of your school. You may wish to develop the Mission Statement yourself. On the other hand, you may wish to convene a committee consisting of board of control members, staff, parents, and students. A Mission Statement prepared by such a representative committee would appear to carry with it a strong base of support in future school endeavors.

Writing the Goal Statements

GOALS are derived from the Mission Statement. They are more concrete or specific statements of the dreams or ideas you wrote in your Mission Statement. In this case, we are asking you to write Goals to be attained over a period of several years. Goal Statements are still difficult to measure, and seldom have quantifiers. Goal Statements often use words such as improve, develop, understand, etc. Like the Mission Statements, Goal Statements can profitably be collected from all groups interested in the educational directions of the school.

Do not be conscious of the order in which you write your Goal Statements. First, get them written on paper as they come to your mind. Later, you can rearrange them when you consider their priority.

Here are some typical Goal Statements:

- To offer the students the very best possible education by providing them with teachers who are knowledgeable about the most recent methodology and subject matter.

- To establish and maintain high standards of education as perceived by international and national accrediting bodies.

- To offer language instruction to the extent that all students may communicate effectively in both written and oral English.

- To promote responsibility and self-direction within the faculty through participation in the administrative process.

- To promote intercultural understanding and appreciation among both the faculty and the students.

Here are the sample Goal Statements as they were ordered in priority:

1.0 To promote responsibility and self-direction within the faculty through participation in the administrative process.

2.0 To promote intercultural understanding and appreciation among both the faculty and the students.

3.0 To establish and maintain high standards of education as perceived by international and national accrediting agencies.

4.0 To offer the students the very best possible education by providing them with teachers who are knowledgeable about the most recent methodology and subject matter.

Note that the objectives will be ordered in priority with the use of a nomenclature to keep track of which objectives, activities, etc., were tied to which Goal Statements. You are welcome to use this system, consisting of numerals and periods, or create one of your own. The system works like this:

1. Goal
1.1. Objective
1.1.1. Activity
1.1.1.1. Cost
1.1.1.1.1. Financial Support
1.1.1.1.1.1. Attainment Criteria

Writing Objectives

Some facts about OBJECTIVES:

1. Objectives are derived from your Goal Statements.
2. Objectives are measurable (by observation and/or with appropriate instruments).
3. Objectives usually have time periods designated.
4. Objectives usually have quantities specified.
5. There may be several Objectives for each Goal Statement.
6. One Objective may apply to more than one Goal.

If you have never written performance objectives prior to this time, do not expect them to be second nature. It will take some practice. The method we suggest to write objectives is only one of many, and you may use any method which works for you.

Some example Objectives:

1.1 Separate faculty administrative advisory committees will manage the lower, middle, and upper schools, beginning February 1973. Committees will meet at least on a monthly basis.

1.2 The admission and placement of students will be determined by a faculty committee, beginning in February 1973.

1.3 Curriculum standards and materials acquisition will be recommended by a faculty committee, beginning February 1973.

1.4 By June 1974, one-half of the faculty will have completed a three-credit course in school administration.

2.1 Each new U.S. teacher will receive 12 hours of orientation to the international school and life in the host nation.

2.2 Each new host national teacher will receive 12 hours of orientation to the international school and American education in general.

2.3 At least once every two years, every teacher will receive 10 hours of instruction in the history and culture of the host nation.

3.1 By the summer of 1973, a non-graded system will be fully operational in the elementary grades in the areas of reading, math, and social studies.

Deriving Attainment Criteria

The statements of Objectives should reflect a specific category of goals or goal in terms of a time span of five years or less. Please remember two important characteristics of the Objectives you wrote: Objectives are measurable, and usually have quantities specified. For these reasons, you should also be able to state ATTAINMENT CRITERIA for each Objective you write. Your ability to state Attainment Criteria for each Objective you develop is one way to determine if you have produced a clear, usable Objective.

Attainment Criteria is just an alternative way of stating how the Objective is to be evaluated (measured). Attainment Criteria need not always be some sort of sophisticated test or questionnaire. Often, they may be homey things, as observing or counting, like the presence or absence of an event or behavior.

Stating the fiscal year in which the Objective is to be attained will help you to order the Objectives in importance as well as to specify the time it should take to reach the Attainment Criteria identified for each Objective. A facsimile of the form with Goal 1 of the example completed follows.

Objectives 1 through 4

Goal 1

Priority	Description of Objective	Attainment Criteria	Fiscal Year(s)
1.1	Separate faculty administrative advisory committees will manage the lower, middle, and upper schools, beginning February, 1973. Committees will meet at least on a monthly basis.	Were committees formed by February, 1973?	1973 - 1977
1.2	The admission and placement of students will be determined by a faculty committee, beginning in February, 1973.	Was committee working by February, 1973?	1973 - 1977
1.3	Curriculum standards and materials acquisition will be recommended by a faculty committee, beginning February, 1973.	Was committee working by February, 1973?	1973 - 1977
1.4	By June, 1974, one-half of the faculty will have completed a three-credit course in school administration.	Was course offered? How many faculty took course?	1973 1974

Writing the Activities

Some facts about ACTIVITIES:

Activities are important because they consume human and material resources. The human resources represent time (money), and the material resources may or may not be consumable, but still may be costed. Thus, this step is important. Remember, the Activity is derived from the Objective. There may be more than one Activity per Objective. Some sample Activities for Goal 1, Objectives 1, 2 and 3 are:

1.1.1 Establish three separate faculty committees to manage the lower (nursery-4th), middle (5th-8th), and upper (9th-12th) schools. Committees will meet at least monthly.

1.2.1 Establish a three-member faculty committee to set standards of admissions and placements, and to review appeals from parents.

1.2.2 Charge the committee to prepare a written document by the beginning of the next school year explaining the school's admissions and placement procedure for distribution to the public.

1.3.1 Establish a four-member faculty committee to recommend curriculum standards and materials acquisition in the areas of language arts, math, science and social studies.

Costing the Activity

Provide your best estimate of costs per line item whenever possible. However, since you are planning for the future you may have to estimate. Don't hesitate to estimate -- use a good ball park figure. Also, some activities costs will have to be estimated by others, so simply say "others."

In order to help you, we have prepared three forms, 9, 10, and 11. The forms will help you remember all the human and material resources necessary to complete the activity you are costing. Form 11 may be used to sum the categories (human resources and material resources).

At this point, we are interested in the accounting term "direct costs," such as:

a. salaries, wages, benefits;

b. supplies and services (include travel -- per diem, etc.); and,

c. equipment that is purchased out of operating funds.

Please note that our interest is in operating costs. Capital costs require a different approach.

In some cases, costs will be little or nothing. For example, costs for the activity derived from the example objectives will be almost zero for the first three activities, since only some paper supplies and provision for staff time are needed. The fourth activity will require some expense, since it will be a University-sponsored activity. However, this is also a case in which you might not be able to estimate the cost and it would be appropriate for you to write "others" in the space designated for the money figure of the activity. Your note of "other" will cue the project analyst to look for the details of this particular activity from some other source.

Budgeting at the Building Level

Gary Wegenke opened up the second part of this session with a discussion on a budget at the building level. He discussed some of his past experiences as a building principal where he and his staff utilized mission statements and goals to determine activities on a building level so that people within the organization could feel they had a vested interest as a result of their contributions. He focused on ways to live with district goals, but at the same time, make them real for individual buildings. "Have identifiable activities that are related to overall goals so that people understand their role, and most of all, that they do have a role."

Without going into the Lansing model in detail, which included a slide presentation depicting certain positive factors about one of their high schools, Wegenke stressed the importance of building up the trust of the people in the school as well as the community. He pointed out that a humanistic approach must be taken when dealing with people.

Cooperative Educational Planning in the Saginaw Public Schools

The next day's session featured Donald Steele, Janet Konzak and Jerry Baker, all of the Saginaw Public Schools.

In today's complex and rapidly changing society, there are only three things that can be said with any certainty about the future: it will not be like the past; it will not be like we think it's going to be; and it will get here before we are ready for it. When contemplating the future, it is always wise to remember Murphy's Law -- if something can possibly go wrong, it will.

Education is by no means immune to "future shock," which is why the concept of planning has assumed increased importance in the past few years. As Green and Winstead (1975) have noted, "What is needed is a dynamic, systematic planning process that is more comprehensive, better organized and more responsive than most of those we have known previously. In fact, the more complex, diversified and decentralized an educational institution becomes, the more important it is to have a systematic planning process."

The main purpose of comprehensive educational planning is to coordinate all elements of a particular system toward the attainment of certain goals. The actual planning process itself, regardless of whether or not the goals are ultimately achieved, can result in important benefits, as Green and Winstead point out:

> "Planning will not provide a perfect crystal ball nor predict the future with accuracy nor prevent mistakes, but a systematic planning process will minimize the degree to which one is taken by surprise. Also, it will make the revision of goals, objectives and programs easier when new conditions create the need for change. Thus, planning should not be judged solely by whether it helps to accomplish the best possible results in a changing environment."

Given the obvious importance of long-range planning, how does a school district, especially one with relatively little experience in such matters, develop and implement a workable planning model? That is not an easy question to answer. The whole concept of educational planning is still largely theoretical, making it difficult to isolate a particular approach that has proven to be successful in a practical setting. It is possible, however, to isolate common factors that appear in most theoretical models and incorporate them into a synthesized model specifically designed to meet the needs of the School District of the City of Saginaw.

Planning Essentials

Most planning experts agree that in order for any comprehensive planning model to succeed, several factors must be present. They provide the foundation upon which a sound planning model can be built.

- Simplicity The planning process must be simple enough so that administrators will be able to understand it, see its value and incorporate it into their jobs without a great deal of upheaval or intensive training.
- Flexibility The planning process must be flexible enough to allow for changes when circumstances for a change.
- Total Involvement Any successful planning effort needs to have as many people as possible participating in it. A plan that is imposed from the top is doomed to failure almost before it begins. A sound educational planning process should involve all segments of the community -- administrators, teachers, students, parents and other community residents. Widespread participation should insure widespread support of the eventual plan.
- Training At least a minimal amount of training should be provided for all those involved in the planning effort. This would include both educators and non-educators.
- An Information System The emphasis here is on a continuous process of data collection that will serve as a basis for the entire planning effort. Both hard and soft data are essential. Such a system should include such things as a comprehensive needs assessment, community

data, staff data, student data, evaluation reports, financial data, and potential economic, social and political restraints.

- Short-Term Planning In recent months, the School District of the City of Saginaw has developed and begun to implement a short-term planning and management system that consists of three interrelated parts: 1) a thirteen-step approach that establishes annual district-wide priorities and the development of building-level objectives to meet those priorities; 2) an annual program plan for all central office administrators; and 3) building-level job targets that are designed to meet the district's top priority, which in 1976-77 is the improvement in basic skills achievement. Each of these three approaches is discussed below. (Long-range planning will be discussed in the following section.)

A. The Thirteen Step Approach

1. The first step is to conduct an assessment of the most critical educational needs in the school district.

2. The second step calls for the superintendent of schools to review the results of the needs assessment and to identify some high-level performance priorities that need district-wide attention.

3. The third step is a system-wide critique of the superintendent's tentative performance priorities. The staff should have an opportunity to add to and subtract from these priorities.

4. The fourth step is for the superintendent to review all of the feedback from the schools and then formulate the final performance priorities for the academic year.

5. The fifth step is for each school to review these final performance priority statements. The principal and the faculty should examine the performance of their school to determine if it is contributing to a major problem identified on the district level. The school should then identify problems that it should strive to solve during the year.

6. The sixth step calls for each school to prepare written objectives to meet these priorities. These objectives should be performance-oriented, stating in quantifiable terms, insofar as possible, what will be accomplished within a certain time.

7. The seventh step is for the central office staff to review the written objectives prepared by each school to make certain that no school has ignored a major performance priority in which it is particularly deficient.

8. The eighth step is for each school to prepare written objectives. The objectives become a performance commitment between the school and the superintendent. In effect, the school has pledged that quantifiable results will be attained by specific times.
9. The ninth step is operational planning, whereby the school will try to specify action it will take by certain deadlines to realize each major objective. These steps should spell out who will do what by when; how resource commitments will be made; and what must be done by when in order for each performance outcome to be attained.
10. The tenth step is the implementation of this process.
11. Step eleven calls for regular monitoring of the program to assess the progress being made.
12. The twelfth step is an end-of-year evaluation of the performance outcomes. At this point, it is determined how well each school did in reaching its objectives and major performance commitments. This evaluation makes it possible for all concerned to assess outcomes and determine how even better results can be attained as a new academic year and management cycle are launched.
13. The final step is the preparation for a new needs assessment effort to launch a new management cycle for the subsequent year.

B. Annual Program Plans

Central Office administrators have also developed this year's annual program plans. These plans will specify the following for each major division and department:

1. Goals.
2. Specific objectives.
3. The relationship of specific objectives to district goals.
4. The human and financial resources allocated for each objective.
5. Completion date.
6. Evaluation criteria.
7. End-of-year reporting system.

C. Building-Level Job Targets

All elementary principals have established building level priorities in reading and mathematics for the current school year. The job target format calls for the building staff to:

1. Identify and document needs.
2. Establish priorities among various needs.
3. Establish criteria for determining success.
4. Specify plans which have been made to alleviate these needs.
5. Outline plans which have been developed to determine results.

All three of these planning techniques are based on the planning essentials discussed earlier in this paper. However, they are also short-range planning tools and, as such, do not address the broader, more comprehensive, needs that are the essence of long-range planning. The following section will attempt to develop such a long-range approach.

Long-Range Planning

As the name itself implies, long-range planning takes a much broader look at education, usually in five or ten year intervals. The results of long-range planning have an enormous effect on year-to-year planning.

Long-range educational planning takes into account such factors as:

1. Curriculum
2. Instructional Services
3. Student Personnel
4. Staff Personnel
5. Facilities
6. Finance
7. Transportation
8. Food Service
9. Business Management
10. Organizational Management
11. Population
12. Physical Plant
13. Activities and Services
14. Governance

For the most part, the means to institute a long-range planning system already exist within the Saginaw School District. What is needed then is a process that will adapt the available resources to such a system. After reviewing a number of comprehensive planning models for education, the one that appears to be best suited for Saginaw's needs is a model developed by M. J. Conrad, Kenneth Brooks and George Fisher through Ohio State University. This particular model focuses on planning at the local school district level and involves several separate and interacting phases (much like the Saginaw thirteen-step planning and management system presented earlier).

Briefly, the Conrad Model looks like this:

1. Planning Process Strategy In this initial phase, the results of the planning process should be clearly spelled out as well as the time, resources and personnel necessary to attain the desired results.

2. Developing a Data Information System Four major purposes of a data information system are: 1) to collect, store and retrieve data, 2) to generate summaries, 3) to generate alternatives, and 4) to evaluate and synthesize the alternatives. Much of the data needed for this planning system already exists within the Saginaw School District. For instance, plans are underway to conduct a system wide needs assessment through the Battlelle Company that would include input from administrators, teachers, students and community residents. In addition, other sources of context information already available include school and community profiles, annual dropout data, enrollment projections, Michigan Assessment results, evaluation reports, the newly developed building level job targets, annual program plans, standardized test data, follow-up studies of graduates, student survey results, to name a few.

3. Establishing Goals for the System Before planning can proceed, it is imperative that well-defined goals be established. Currently, goals and priorities are established on an annual basis through the thirteen-step management plan but these are short-term, not long-term goals. These goals must be ordered according

to importance of resource priority and further defined into more specific objectives which can be more easily measured. _It is essential that both professional and lay persons be involved in establishing the system's goals._

4. _Developing Alternative Plans_ Given the goals and objectives developed in step three, the task here is to develop a series of alternative plans to attain those goals and objectives. Each plan must contain a basic strategy for goal attainment. Here again, total involvement is crucial: each plan should be devised by a broadly based group that includes administrators, teachers, students, and community residents. One effective way of developing these individual plans is through the advocate team approach.

5. _Synthesizing Alternatives_ The product of this phase is the ultimate plan to be implemented. A committee comprising all interested parties considers each alternative plan, in light of the goals and objectives, and develops the final plan.

6. _Implementing Plan_ This phase involves implementing the final plan and, at the same time, initiating evaluation procedures. The evaluation data will indicate whether plan adjustments are warranted. This phase continues as long as the evaluative data suggest additional plan adjustments are necessary.

7. _Goal Reassessment_ Every three to five years, it is essential that the overall planning goals be reassessed, much in the same manner that they were originally developed. If after this time the goals are found to be appropriate, the complete replanning is not necessary, and simple plan adjustments can be continued. If, however, goal reassessment indicates the need for changes in goals, the complete comprehensive planning process should be reinitiated.

Summary

At first glance, it might appear that this long-range planning model is working at cross purposes with the other management systems already developed. However, if they are implemented correctly, they should serve to reinforce each other.

Both the long and short-range systems have a number of similarities. Both rely heavily on context data as a basis for decisions. Both involve people from all segments of the community in the planning process. Both involve continuous evaluation. And both involve regular goal reassessment. The major difference is that the Conrad Model focuses on long-range planning efforts and has the ability to set broad, district-wide goals and to develop plans to redistribute the district's resources to meet those goals. Such a planning system would establish the framework in which the annual planning systems would function.

Following their presentations on cooperative educational planning, Janet Konzak discussed zero based budgeting, toward which the Saginaw Public Schools are moving. Their major premise for this move is a desire to decentralize the budget. The goal is toward more budget autonomy for the building principals. She pointed out the Saginaw superintendent, Donald Steele, perceives the principal as being very important in the planning of the budget for their particular buildings. Steele believes the important thing is to let the decisions be made by those "closest to the action."

The bottom line of zero based budgeting as Konzak described is "it gets people to prioritize those things that are most important." It will not necessarily decrease funding, and it may increase funding. It is not a "cutting mechanism," but a prioritizing process. Zero based budgeting is a management tool because it allows for a shifting of funds according to needs; reviewing and analyzing is involved.

Unlike many budgeting techniques that rely on last year's budget as a primary basis for the next year's allocations, in zero based budgeting, last year's budget is no longer the major role in the determination of funding. This is mainly because zero based budgeting provides one with a new starting point (by starting from zero) for prioritizing needs each year. She pointed out that such a budget is best used in a changing dynamic environment. Schools are considered changing dynamic environments, especially those districts facing declining enrollment.

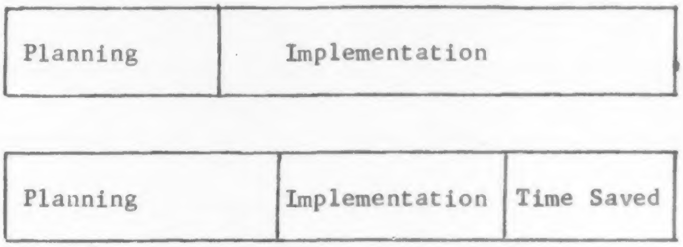
There are two major steps involved in this process. The first step requires the person to identify decision packages, i.e., starting from point zero, list all of those items you as a principal feel are important to operate your school effectively. Each position in the building would be listed. Step two involves the ranking of these packages, i.e., prioritizing so that when decisions must be made as to where the cutoff point will be, those allocating the funds will know what the principal perceives to be the most important items in rank order. In some cases the whole package may be approved, where in other cases, certain items must be deleted.

Every need listed must be justified by the building principal. This process is similar in many respects to another management system, management by objectives. In both, formal planning procedures are involved.

Conclusion

Richard Benjamin concluded this workshop. He first made it clear that he wanted to discuss briefly an area that dealt more with the affective than the cognitive domain. He discussed what he perceived to be an important factor about planning. The diagram presented appears below:

Diagram I



The belief here is that extra planning leads to a savings of time. The point was made that managers (principals) must not only protect their time but they must also save their time. It is critical that the principal control the plan for planning by effectively using his/her power and influence.

This led into a discussion on what actually is the principal's role in planning, specifically in regard to power and somewhat with regard to the actual role they play as a principal. The tentative answers, Benjamin felt, are in the way the planning process is structured.

CHAPTER FIVE

THE FLINT COMMUNITY EDUCATION MODEL: PROGRAM AND PROCESS IN ACTION

Objectives

I. Personnel Management

  A. Human Skills

    1. Is able to get people to work together.

    2. Recognizes the need for identifying and gaining support of building and community leaders.

  B. Conceptual Skills

    1. Involves him/herself in the process of change.

II. Curriculum and Instruction

  A. Technical Skills

    1. Utilizes neighborhood, district and statewide resources in the implementation of the instructional program.

III. Planning and Organization

  A. Human Skills

    1. Demonstrates ability to gain active support of staff.

    2. Encourages staff suggestions.

  B. Technical Skills

    1. Demonstrates ability to assess school/community wants and needs.

    2. Demonstrates ability to set up new programs.

    3. Demonstrates knowledge of local, state and federal funding sources.

    4. Makes appropriate and efficient use of building facilities and grounds.

IV. Finance and Budget

  A. Conceptual Skills

    1. Diagnoses priority needs.

  B. Technical Skills

    1. Has the ability to write proposals.

V. Public and Community Relations

  A. Human Skills

    1. Has a considerate and caring attitude toward others.

    2. Supports an individual's need for personal development.

    3. Is able to get school and/or community groups to work together.

    4. Is able to work with people who have different degrees of authority.

    5. Displays empathy and concern for others.

    6. Fosters a trust and belief within the community.

    7. Has ability to understand and relate to people.

  B. Conceptual Skills

    1. Deals with different types of people in different situations.

    2. Demonstrates ability to analyze and assess community power structure and leadership.

    3. Demonstrates knowledge of how to effectively utilize community resources.

    4. Demonstrates ability to design methods for community/school interaction.

  C. Technical Skills

    1. Demonstrates ability to assist in the development of mutual goals with other agencies and organizations.

Introduction

"The community is the classroom"...five words that are the cornerstone of the community education philosophy and the beacon guiding the efforts of the Flint community schools. Flint is strongly committed to the belief that the education of children is influenced by their total environment and that the development of an individual must be accompanied by development of the community.

Flint's community education philosophy not only recognizes the tremendous impact of the community upon the child, but the Flint community schools have taken the lead in bringing together the community and its resources to exert a positive influence upon the total development of the child. For this reason, Flint was the site of this community education workshop.

Community Education

The opening session featured Peter Clancy, Superintendent of the Flint Public Schools. Clancy pointed out that it is his belief that elementary principals occupy the key role in education today. Essentially it is the principal who must know and understand the needs and desires of his/her community and respond by providing a total educational program. Clancy coined the phrase "mainlining community education," the concept upon which this workshop is built, to reflect the concern that educators work with all elements of the community to achieve their desired goals. Community programs in the school must be an integral part of the total school program and not simply an "add-on" element apart from the regular activities of school. Until community education reaches this stage it will not serve its real purpose of enhancing the school/community program in order to have a positive impact on the child.

Clancy briefly spoke on the origin of community education in Flint. It originated with Frank Manley, one of Flint's most distinguished educators, when he suggested using school facilities in the evening for community use. Charles Stewart Mott liked Manley's idea and provided financial support. Its primary focus then, around 1930, was community recreation which became Flint's "School Center Recreational Program." From this, other community programs were started. Community needs were periodically assessed and new programs established.

By 1950, the community education concept had rapidly expanded. A separate community director, community superintendent, recreation specialists, etc., were employed to administer the many new programs. This created what Clancy termed "a two headed monster." Many areas of the school/community program overlapped. Eventually roles were redefined and the overlapping of administrative functions was eliminated. The school/community and regular school program operated as one with one community coordinator and one school superintendent.

Clancy informed the participants that they, as urban principals, must become cognizant of student and community needs. Becoming aware of such knowledge is a school responsibility. "The community is a classroom and should be utilized," he said. He suggested that a community council be established at each school to serve in an advisory capacity in order to better meet the needs of the community.

Guests during the opening session included various community liaison representatives. Included was the police liaison representative, Richard Dunning. Dunning discussed his role in the school and community, stating that his primary function is to advise principals and teachers of court procedures when problems with students occur. He also serves as a counselor for students who are experiencing problems in and out of school and handles child abuse cases. He indicated that his role could easily become ineffective if the principal or teacher called him for every small problem. He makes it a point to handle those cases which he perceives as serious. Successfulness of this particular program has not been determined.

Another guest, Jim Millspaugh, was from the department of School-Park-Planning. He discussed how the park division, in cooperation with school officials, has planned an extensive school/park program. The results of this program have been quite positive because of its cooperative nature. Every school participates beginning at the pre-school level. Activities include swimming, skating, basketball, tennis, etc.

The third guest, Willdean Hawkins, serves as a community representative aid. Her basic function is to handle complaints made by the community. All of the city's service organizations are directly connected with this program. For example, if a parent files a complaint to the service representative about a street light that is out, it is this person's function to contact the agency that handles such things. Concerns are handled much faster when presented by this person because agencies are aware of the function this person serves, and the various agencies were instrumental in establishing this position.

Tour

Following the morning session, participants spent two hours touring the Flint College and Cultural Center. This Center is made up of six buildings that offer Flint's residents and visitors an elaborate display of various cultural activities. The center consists of the Sloan Museum of Transportation, Dort Music Center, Whiting Auditorium, DeWaters Art Center, Flint Public Library, Longway Planetarium, and the Sarvis Center (Banquet Halls).

Involving Parents

Ginger Edwards, Social Service Field Worker at Flint's Williams Community Center, was the featured evening speaker. Her topic, "Do We Really Care," focused upon involving parents through a humanization process.

Edwards spoke about ways to get the community more actively involved. She feels that principals, along with staff and central office assistance, should work at "helping to free the children's mind" of home problems so that the child will be more receptive to learning activities while in school. This freeing of a child's mind can only be accomplished when parents are assisted by school personnel about ways to better cope with daily problems. For example, she spoke about a program she has established where single mothers are brought in to meet and support each other. "This is a way of letting these parents know they are not alone."

Edwards makes many home visits. There are several reasons behind these visits. One is to talk with parents who might be reluctant to come to school, and the other is to better assess the home situation so that she can then make teachers aware of why a student might behave the way he or she does. She informed the group that Flint had a plan several years ago, whereby teachers were given two days off a year to visit homes. This program is not currently in effect but there are plans to reinstate it.

One technique she feels is valuable is where she purposely introduces to each other, students who are alienated from most of their peers. These could be the quiet children, the over-weight children, etc. Getting parents and teachers to be more sensitive to the needs of students is one of her major goals as a social service field worker.

She talked about some of the very real things that community people experience daily that affect their lives and the students. Being aware and helping with such problems as abortions, divorce, jail, pregnancies, sickness, etc., is important if a school/community program is to be effective.

Flint Programs

The following is a brief description on some of the various programs, services and activities provided by Flint in its effort to incorporate the community into a total educational endeavor for all students both inside and outside of the classroom. All the following programs were initially funded through a grant by the Charles Stewart Foundation. Many are still totally funded through Mott. The Flint schools can provide further information on these and other programs.

Community Service Occupations

The Community Service Occupations program is for people with exceptional requirements that are not met by conventional education courses and techniques. Community Service Occupations offers services in areas of health, public service occupations, babysitting for parents attending classes and parent education. Flint's Community Service Occupations lists 21 class offerings, including 16 for high school credit. They are:

> Child Care Aide -- Studies methods of child guidance, through all phases of development from birth to 5½ years, and alternatives for child care. Students visit child care facilities and set up a mini-nursery in the classroom. Gives valuable training for parenthood or child care employment.
>
> Commercial & Industrial Security Training I -- Prepares students for employment as security guards. Inservice training sharpens skills of those already employed.

Commercial & Industrial Security Training II -- Prerequisite: Commercial & Industrial Security Training I. Provides advanced instruction in security techniques.

Community Service/Social Work Aide -- Identifies community resources and agencies, and their functions. The course is designed for social workers, such as community development assistants or child care associates.

Emergency Medical Technician -- Provides valuable training in emergency techniques for ambulance and emergency squad personnel. Covers basic skills and knowledge necessary for emergency medical care.

Home Health Aide -- Offers students an opportunity to learn basic concepts for care of a patient confined at home. Instruction includes home health care, household safety, food preparation, budgeting, and personal care.

Medical Office Assistant (Clerical) -- Prerequisite: Typing skill. Emphasizes medical office procedures including Blue Cross/Blue Shield, Medicaid, Medicare and other third-party carrier forms.

Medical Office Assistant (Clinical) -- Acquaints students in clinical procedures needed in preparing patients for examination and assisting physician. Also covers performing semi-technical duties, basic laboratory work, use and care of appliances, instruments and medical equipment.

Mental Retardation Aide -- Prerequisite: Nurse Aide/Orderly I or equivalent work experience. Deals with the special problems of working with the mentally impaired.

Nurse Aide/Orderly I -- Provides valuable skills for employment or personal advancement. Introduces the student to hospital work and facilities, and to the basic care of patients. Includes work experience in extended care facilities.

Nurse Aide/Orderly II -- Prerequisite: Nurse Aide/Orderly I or equivalent hospital experience. Advanced training that includes a review of anatomy, medical terminology, charting, and observation of patients. Work experience in extended care facilities is provided.

Optometry Aide -- Provides training for the performance of a number of duties, such as laboratory and office work, under the supervision of an optometrist.

Parent Workshops -- A series of demonstrations and discussions for mothers of pre-school children on various aspects of home and family management, child development, and parent-child relationships. Offered in cooperation with the Genesee County Department of Social Services and Probate Court, the series fosters a better understanding of child-rearing and how to gain additional enjoyment from the parenting role.

Pharmacy Aide -- Prepares the student to accomplish a number of selected tasks under the supervision of a qualified pharmacist. Includes medical forms, stocking and replacement of drugs and solutions, labeling, and medical terminology.

Rehabilitation Aide -- Prerequisite: Nurse Aide/Orderly I or equivalent work experience. Acquaints students with the problems of the physically rehabilitative patient. Orthopedic devices, terminology, and physical development are stressed.

Ward Clerk -- Introduces students to routine job skills. Includes record keeping, reports, charting, office management, communications, and an introduction to medical terminology.

The following are non-credit offerings:

Babysitting Clinics -- Helpful to teenagers who wish to become better prepared for employment as babysitters.

Citizen Band Radio -- Aimed at proper uses of C.B. radios. Includes basic equipment, concentrated training in proper identification and report writing. Also covers civil defense, emergency communications, weather watch, 10-Code, truckers' language, law enforcement C.B., air courtesy, F.C.C. rules and Parts 95.

Introduction to Medical Terminology -- A basic course for students with no prior experience in medical terminology, Emphasizes definitions, proper spelling, and pronunciation of medical terms, and the prefixes and suffixes most commonly used in health-related fields.

Pharmacology (Certified N.A.P.N.E.S.) -- Prerequisite: Completion of an approved practical nursing program. Reviews math, and the principles, practices, and theory of the administration of medication.

Security/Home & Community Crime Prevention -- Prescribes methods and measures useful in personal and home security.

Family Life Education

Flint's Family Life Education program is multidisciplinary, containing basic concepts of sociology, psychology, anthropology, biology, home economics, health, physical education and medicine as they contribute to healthy personality and to effective role performance within the family.

Integrated into the Flint Community Schools in 1965, it offers services for students in other public, private and parochial schools, as well as parents, pre-adolescents and parent groups throughout Genesee County.

Family Life Education is provided to all fifth and eighth grade students in the Flint schools, and their parents, if interested. Also, an elective course is offered to high school seniors.

The program is designed to improve student understanding of the development of human sexuality, a task that is sometimes difficult for parents because of inadequate knowledge and an inability to communicate with their youngsters. Family Life Education plays an important role in suplementing parent efforts in sex guidance, however, it does not undermine their standards and values for family living.

Consumer and Home Economics

Family Housing, Foods and Nutrition, and Child Growth and Development -- Consumer and Home Economics Education is designed for men as well as women. In addition to an assortment of adult education and leisure pursuits, there are classes for high school credit, youth enrichment and job preparation skills.

Youth enrichment programs are available for first through ninth grade youngsters after school, on Saturdays and during the summer on such topics as clothing, foods, nutrition, needlework, camp crafts or handcrafts. Consumer and Home Economics Education also goes into the community. One-hour lectures and demonstrations are prepared for any Flint club, organization or group upon request. Program topics cover home repairs, cake decorating, money management, bazaar items, wardrobe recycling, timesaving meals, and handcrafts.

Continuation School for Girls

To provide an environment in which pregnant students can develop positive attitudes toward education, family and community, the Flint Community Schools designed a Continuation School for Girls as an alternative to the traditional school setting.

Continuation School social workers provide group discussions, individual counseling, home calls and informative meetings for the students and their families. Caseworkers encourage family communication in dealing with the girl's pregnancy.

When necessary, school social workers refer students to appropriate community agencies for additional services.

Foreign Languages

The purpose of the Foreign Language Program is to promote human understanding between the people of different cultural backgrounds in Flint. The major goal of the Foreign Language Program is to provide a variety of language classes, with an emphasis on conversational skills, to meet the demands of students, travelers and business people in the Flint community. The classes are designed to appeal to people of all ages at every level of competence.

Teaching techniques are basically audio-lingual, that is, listening to and speaking the language rather than reading or writing it. The majority of foreign language teachers are native-born and have served the program for five or more years.

Initiated in 1958, the Foreign Language Program provides three ten-week sessions in ten languages at three levels: beginning, intermediate and advanced. Languages offered include: Arabic, German, Spanish, Russian, French, Japanese, Norwegian, Portuguese, Italian, and Vietnamese.

The Home School Counselor

The Home School Counselor's job is to listen, relate, suggest, care and express that care in a way people can understand. The Home School Counselor works with families, community councils, agencies and organizations, students, and school personnel.

The job description calls him/her "...a warm human being interested in and able to assist people with special needs." For the Flint people he/she is a friend known for his/her interest and service in inspiring children and their parents to accomplish what might be considered impossible challenges.

He/she is familiar with the problems of the families in the neighborhood he/she serves because that is his/her job. The counselor is the main line of communication between the school and the homes of its students.

The counselor contacts families and tries to ease conditions that can undermine a child's development -- such as unemployment, inadequate housing, poor money management, physical and mental health problems and nutrition deficiencies. Sometimes the most important service is simply listening to a parent who needs to talk with someone.

Community education recognizes that a school system cannot exist isolated from other aspects of life in the city; that schools cannot shut out distracting influences from the pupils they serve; that each child brings his whole environment with him, and that the atmosphere of every home and the personality of every parent is present in every classroom.

The community education teams at thirty-two selected elementary schools are augmented by the addition of paraprofessional home school counselors.

Humanities and Language Arts

In the Flint Community Schools, "humanities" -- or more formally, the Humanities and Language Arts Program -- provides humanities-based studies for every interest and need expressed by the people of Flint. This program offers a variety of classes ranging from psychology to journalism. Typical subjects include creative writing, genealogy, legal procedures, beginning English, world religions, parliamentary procedure, reading, language usage and citizenship. Classes are designed to suit people of all ages, nationalities, incomes and interests. The Humanities and Language Arts Program serves three intermingling groups of people within the city -- youth, adults and non-citizens.

Leadership Development

The Flint Community Schools offer Leadership Development and invite others to join in bringing together the community and its resources to improve the community's quality of life, particularly as it affects the opportunities for each individual to achieve his/her maximum development.

At each Flint school, the total staff works together as a team for complete implementation of the community education philosophy. Greater community involvement in the schools is encouraged primarily through the vehicle of individual School-Community Advisory Councils. The councils --

represent organized attempts to improve the quality of life in the city.

Music-Youth Enrichment

Music Enrichment for Youth brings a variety of musical experiences to students of the Flint Community Schools, helping them gain musical skills for enjoyment and self-expression. Activities are designed for three to eighteen-year-olds, but include parents in two classes: Music for the Young Child and Parent, and Suzuki Violin and Cello.

Separate classes for parent(s) and the pre-school child are conducted at elementary schools. Youngsters are introduced to rhythm instruments, singing, movement and listening. Parents learn about a pre-schooler's musical development and how to foster it at home.

Personalized Curriculum Program

A Personalized Curriculum Program (PCP), introduced in 1962 as an experiment to cut the number of dropouts in Flint's public junior and senior high schools, has demonstrated how to develop "holding power" as it worked to meet student needs.

Begun at a time when more than one-third of all students entering ninth grade did not finish high school, PCP was able to retain eighty percent of its participants each year, holding them until they successfully completed high school. The key to the program's success over the years has been special classes, counselors and counseling services, and subsidized work-study opportunities.

The successful elements of the Personalized Curriculum Program have become part of the regular junior and senior high school services to benefit all students. The Charles Stewart Mott Foundation has been the primary funding source during the fourteen-year experiment.

Early Experiences

The next morning's session was held at the Williams Community School in Flint. Dan Cady, consultant for inservice education in Flint, presented a film on understanding others by Dr. Morris E. Massey, Associate Dean and Director of Undergraduate Studies, University of Colorado. The film, "What You Are Is Where You Were When," offers answers for such questions as, why others won't accept your point of view, identifying and dealing with your own value judgements, or how you might go about coping with change.

According to Massey, you are who and what you are primarily as a result of your experiences early in life. Massey makes the analogy between your brain and a computer. And like the program tape which determines a computer's actions, your early experiences "imprint" upon your brain a "program tape" which guides and determines your behavior.

Massey uses the words "value system" rather than program tape. But, he says, your values are just as influential in guiding you as a program tape is in directing a computer. Furthermore, you can be trained to understand why a person reacts in a particular way to a given situation by discovering their "program tape." That is, by discovering their value system.

Massey says we develop our value system during a "programming period" which lasts until nearly twenty years of age. But, he cautions, the most significant amount of "imprinting" occurs by age ten.

The "imprint" period begins at birth, he says, and continues until seven years of age. During this period we learn our "rights" and "wrongs" and what is considered appropriate behavior in our family unit. Every action we observe in our family members becomes an indelible imprint on our evolving value system.

After seven years of age, and continuing until about thirteen, we go through a value programming period Massey calls the "intense modeling period." During this period we establish our heroes, and model ourselves after what we perceive them to be. This is also the period in which we solidify our earlier-formed conceptions of what constitutes acceptable behavior. In fact, Massey says, by the age of ten we have pretty much developed the value system that will guide our behavior for the rest of our lives.

We do go through a socialization period during our teenage years. But Massey says that during that period we tend to associate only with those who share our interests and reinforce our value systems. By the time we reach twenty years of age, our value system is "locked in," Massey contends, and we use it as a basis for judging and evaluating all those persons and situations we encounter in life. Our value system can be altered at this stage only by what Massey calls a "significant emotional event." That is, an event so dramatic that it forces us to re-examine our preconceived values.

An example of such a dramatic event is the assassination of John F. Kennedy. The hopes and ideals of an entire generation were tainted after that tragic day in Dallas. But such events occur infrequently. For the most part, "we are where we were when."

The film sparked strong reactions on the part of many of the participants when they were required to assemble in small groups (according to age). After a brief discussion on people and events that have had impact on their lives, the groups were then required to share their discussion with the larger group.

Cady summarized the film by making it clear that Massey was not suggesting we accept others' values but was suggesting we accept the validity of others' value systems.

Grantsmanship

The final speaker and presenter was Doug Procunier, Program Officer for the Mott Foundation who spoke on the act of grantsmanship. His discussion included an explanation of grant review, financial guidelines and steps involved in applying for a grant with the Mott Foundation. General discussion of these areas is presented below as they relate to the Mott Foundation.

Grant Review

Procunier explained to the participants that certain guidelines were involved in the process of reviewing any proposal submitted to the Mott Foundation. First, does the proposal fit within their philosophy and policies? Second, does the proposed program have the potential of expanding their grant purposes? Third, how does it directly contribute to the overall mission accomplishments and priorities? Fourth, how does this program relate to others presently in operation? And fifth, does it contain an appropriate plan of evaluation, reporting and dissemination? He informed the group that they at Mott are very concerned with the duplication of efforts, so to assure freshness in grant activity all proposals at the time of consideration will be rated according to the following:

a) According to the degree of innovation in relation to the state-of-the-art either in terms of new principles or findings or new application of established techniques. If the Foundation is funding a new program but the purpose of the program has been well tested and demonstrated by others, a justification must be given so as to avoid duplication of efforts.

b) If on-going, as to how many years the program has existed, and whether it continues to relate to the goals and missions of the Foundation. Have the goals or objectives of the grant program changed, and if so, when? If a program has maintained the same basic purpose for five years, it shall be considered on-going.

c) Each year, management shall review the classification of each program and report to the Board of Trustees its opinion as to the freshness of the Foundation's grant activity.

d) It is a policy of the Foundation to assure that a significant portion of available grant dollars are devoted to innovation either in new programs or in new applications within existing programs.

e) Generally, grant commitments are for one year unless another period is stated. No grant carries an implied extension regardless of whether it is classified innovative or on-going, unless an expressed intent to extend is part of the grant resolution.

Financial Guidelines

The second area he discussed covered Mott's financial guidelines, which are guided by the belief that if the Mott Foundation is to achieve, as he put it, "its overall purpose," then the relationship between the program and investment activities must be recognized. He indicated that successful programs take time to conceive, implement and evaluate. Usually, more than one year is required from conceptualization to evaluation. He explained that this lead time requires good planning and scheduling. Therefore, on the basis of current and longer term forecasts of income available for grants, taxes and expenses, the Mott Board of Trustees will receive a projected level of grants activity and expenses and make decisions on funding accordingly.

Steps Involved in Applying for a Grant

The final topic centered around applying for a grant, a topic that was of primary interest to the participants. He outlined what he perceives as key concerns. First, he stated the idea of the proposal should be made by the principal or someone at the school level if it is geared for the building level. Second, be sure that the area of concern is thoroughly researched. Third, make sure your problem is clearly defined. Make it understandable so that the reader won't have to guess at what you are saying. Fourth, be sure that what you are asking for is not something that should be financed by the taxpayers. The Mott Foundation or any foundation does not want to fund what they perceive to be a taxpayer's responsibility. Fifth, make sure that the foundation you are asking funds from is the right organization for the particular concern you have. Sixth, before submitting any proposal, be sure to exhaust local sources first.

Procunier ended his presentation by providing copies of the Mott brochure on grants entitled "Foundation for Living," which includes a general discussion of Mott's funding procedure and its basic philosophy.

This session ended with a tour of Williams Community Education Center. Duane Brown pointed out that the T. Wendall Community Education Center, from its inception, has achieved a number of distinctions which include:

- The first school in Flint built to accommodate and bring together two elementary communities -- one predominantly black, the other predominantly white.
- The design and construction of Williams involved residents of both communities in an assessment of economic, social, and educational needs and suggested solutions to these needs.

- Williams, on a 7-acre site, was built adjacent to 72-acre Whaley Park thus creating a single park-school community facility.

- Construction incorporated the latest thinking of educators throughout the nation regarding problems prevalent in an urban community.

- One of the first schools in Flint built with an "open-floor" design.

- The first school nationally planned specifically as a neighborhood center of education, recreation and community and social service.

Upon departure, participants were provided with a list of services offered at Williams that they could establish in their school. Included are:

- Title I School Social Worker
- Home School Counselor
- Neighborhood Service Representative
- Planned Parenthood
- Genessee County Community Mental Health
- Everywomen's Center
- Parent Education Project
- Lowell Social Workers
- Special Health Clinics
  - American Cancer Society
  - Red Cross
  - U of M School of Public Health
- Youth Services Bureau
- Big Brothers
- Big Sisters
- Cooperative Extension
- Indian Education
- Police Liaison Officer
- Mott Childrens Health Clinic
- Genesee County Public Health Nurse
- Voluntary Action Center
- Parents Without Partners
- Whaley Recreational Center
- Senior Citizens Group
- Adult Services -- Department of Social Services
- Williams School Council
- Bi-Lingual Program
- Fair Winds Girl Scout Council
- Tall Pines Boy Scout Council
- Special Education Services
  - Learning Disabled
  - Emotionally Impaired

- Special Education Services (continued)
  - Speech
  - Psychologist
- Adult Education
- Adult High School
- Williams Parent Representatives
- Pace Parents
- Parent Auxiliary
- Spanish Speaking Information Center
- Williams Community School Director
- Visiting Nurses Association
- Sexual Assault Crisis Center

CHAPTER SIX

STAFF DISCIPLINE AND EVALUATION

Objectives

I. Personnel Management

  A. Human Skills

    1. While leading a group, maintains a balanced concern for the task at hand and group morale.
    2. Is able to get people to work together.
    3. Recognizes the need for effective employee supervision without over-participation and intimidation.
    4. Understands the dimensions of corrective and/or preventive discipline of employees.
    5. Understands contract implementation and maintenance.
    6. Is able to resolve conflicts between groups/persons.

  B. Conceptual Skills

    1. Involves him/herself in the process of change.
    2. Clearly delineates expectations held for employees.
    3. Leads groups toward goal attainment.
    4. Utilizes staff in a manner designed to achieve maximum staff potential.

  C. Technical Skills

    1. Implements an evaluative design which relates intentions, observations, standards, and judgements.
    2. Understands contract language and implications.
    3. Demonstrates decision making skills that are based on accepted problem-solving techniques and are democratic in nature.

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II. Planning and Organization

   A. Human Skills

      1. Encourages staff suggestions and criticisms.

      2. Demonstrates initiative and persistence in goal attainment.

      3. Delineates clearly the expectations held for individuals and/or groups.

   B. Conceptual Skills

      1. Diagnoses priority needs.

      2. Develops both long and short term goals.

      3. Has a clear understanding of limitations.

III. Public and Community Relations

   A. Human Skills

      1. Supports an individual's need for personal development.

IV. Supportive Services

   A. Human Skills

      1. Understands the methods and dimensions for helping teachers gain insights into their own teaching styles.

   B. Conceptual Skills

      1. Understands and utilizes supportive services within the school system.

      2. Assists teachers to gain insight into the individual learning needs of each student.

      3. Works at removing road blocks for teachers.

   C. Technical Skills

      1. Communicates to teachers information concerning the problems of students in their classes.

      2. Involves teachers in discussions with student supportive services and parents concerning the problems of students in their classes.

Corrective Discipline

Each administrator today is, and must consider himself/herself, an integral part of the total management team of the school district. As a management representative of the Board of Education, he/she has the responsibility to actively implement the Board's policies in a positive manner. Inherent within this obligation is the responsibility to 1) insure that the behavior and conduct of professional staff members is acceptable and provides beneficial educational experiences to children and, 2) to implement and carry out a corrective discipline program for professional staff members when it becomes necessary.

This session was intended to provide participants with more effective ways and methods to deal with the disciplining of professional school employees. Such a program of corrective discipline is not designed to be used against the highly qualified and highly competent staff members, because in all likelihood they will never experience disciplinary action. It is designed to protect the great majority of professionals who perform in a satisfactory manner. Likewise, it is a challenge to the ineffective, mediocre, insubordinate, unprofessional performance of those staff members who must improve or, as presenters Lewis Crew and William Nunez stated, be excluded from the profession.

Corrective discipline, if used properly, becomes a tool for school administrators to achieve and maintain the highest degree of professional conduct possible. It can also serve to encourage staff members as both individuals and as a staff to maintain the highest level of professional conduct.

Administrators cannot and must not ignore their responsibility to protect the sanctity of public trust and the credibility of the educational standards. The presenters stressed throughout the entire workshop that there is no alternative to the process and procedures of programmed corrective staff discipline.

Following is a detailed description of the program of corrective discipline for professional personnel that was presented to the participants. It discusses the various aspects of the program with emphasis on important steps that should be taken when the decision has been made by the school administrator to implement such a program.

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I. PHILOSOPHICAL BASE

In the educational experiences presented to children, differences in personality, techniques, methodology, and interpersonal relationships between and among professional staff members are often desirable factors. However, when such differences give rise to patterns of unacceptable behavior or conduct on the part of individual staff members, school systems are obligated to attempt to modify such behavior. This can be accomplished through the use of disciplinary procedures which are designed to correct such behavior. The primary objective of such a program should seek to promote and maintain a maximum level of acceptable behavior on the part of all staff members with the ultimate goal being to create the best possible learning environment for students.

School administrators can more readily identify marginal staff members through the use of progressively stricter disciplinary

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measures. This process enables administrators to assist professional staff members in correcting their conduct or behavior. Consequently, corrective discipline becomes a tool to be used by school administrators to achieve and maintain the highest degree of professional conduct possible. Such a program also serves to encourage staff members as individuals and as a staff to maintain the high level of professional conduct that is expected of them.

For school administrators there must also be a final obligation. If, after a reasonable effort to correct the undesirable behavior or conduct of a staff member, the individual remains unwilling or unable to correct his or her conduct or behavior the school administrator must pursue the necessary steps required for the orderly dismissal of the individual from the profession.

II. THE RESPONSIBILITY FOR CORRECTIVE DISCIPLINE

Each administrator today is, and must consider himself, an integral part of the total management team of the school district. As a management representative of the Board of Education, he has the responsibility to actively implement the Board's policies in a positive manner. Inherent within this obligation is his responsibility to insure that the behavior and conduct of professional staff members is acceptable and provides beneficial educational experiences to children.

Concurrently, he must accept his management role in the implementation of a corrective discipline program for professional staff members ehen it becomes necessary.

To most administrators, disciplining professionals is a very unpleasant task. Some even consider it demeaning. However, it is one of those professional obligations that must be accepted by administrators in order to meet their responsibilities. It should be of some encouragement to remember that such a program of discipline is not designed to be used against the highly qualified and highly competent staff members. In all likelihood they will never experience disciplinary action. It is designed to protect the great majority of professionals who perform in a satisfactory manner. Likewise, it is a challenge to the ineffective, mediocre, insubordinate, unprofessional performance of those staff members who must improve or be excluded from the profession.

Finally, each and every administrator cannot and must not ignore his responsibility to protect the sanctity of public trust and the credibility of the educational standards of his school system. In essence, there is no alternative to the process and procedures of programmed corrective staff discipline.

III. THE MISCONCEPTIONS OF TEACHER TENURE ACTS

Teacher Tenure Acts were enacted primarily because local Boards of Education often acted in a very indiscriminate manner in dismissing teachers. Prior to Tenure Acts it was common practice to dismiss teachers for political reasons, non-residence in the community, in order to make a place for a friend or relative of one of the Board members or of an influential citizen in the community, or to break down resistance to reactionary school policies. In brief, Tenure Acts became necessary to protect teachers against "being fired" because of a "whim" on the part of Boards of Education.

It has been a very common impression among public school administrators and teachers alike that Teacher Tenure Acts are the protectors of the incompetent teacher. This simply is not true. These Acts were enacted to protect the "competent" teacher and provide for the orderly dismissal of the incompetent teacher. The Acts present guidelines that are to be followed in regard to all teachers. The only reason the Acts may seem to protect the incompetent teacher is that administrators and Boards of Education have been hesitant to become involved in the process or have failed to follow due process procedures. They attempted to discharge a teacher for a cause or reason that was not "just" and "reasonable," and thus were unsuccessful in their efforts.

As a result of all of this, one of the most widely accepted misconceptions of school administrators is that, in cases which attempt to dismiss a teacher, the Tenure Commissions invariably rule in favor of the teacher rather than the Board. To express this misconception another way, "Don't try to dismiss because you are beaten even before you start." A review of the decisions by Tenure Commissions does not support such an assumption. In Michigan, a recent study reveals that from 1967 to 1971, sixty-one (61) cases were decided by the Commission of which twenty-three (23) were decided for the teachers, thirty-eight (38) for the school district.[1] In 1972 alone, twenty-two (22) cases were decided by the Commission; five (5) were rendered for the teacher and thirteen (13) decisions were rendered for the school district;

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[1] Roger Tillis, "Tenure-1972" - Michigan School Board Journal; Vol. XIX, p. 12, January, 1973.

the remaining cases were for clarification purposes only. In short, of those cases heard by the Tenure Commission during 1967-72 the school district (Board of Education) prevailed in two of every three cases. In those cases which the Board or school district's position was not upheld it can be substantiated that it was due to "technicalities" such as, lack of documented just cause, due process, or failure to meet required time restraints. Invariable, evidence exists to indicate that a Board's position has seldom been reversed strictly on the merits of the case. To continue to assume that the rulings of Tenure Commissions invariably favors teachers would be totally ignorant of the facts. To say that dismissal proceedings, including the documentation of necessary evidence, are very time consuming, a pain in the neck, distasteful, etc., is quite true. However, school districts can no longer be permitted the luxury of the misconception that dismissal is improbable. An analysis of the data presented earlier in this section and a more substantive review of tenure commission cases leaves little doubt that the perception that tenure teachers cannot be dismissed is erroneous. In other words, "Tain't So."

Teacher Tenure Acts are very likely to be with us for several more years. This, as administrators, we must accept. Any dismissal of a teacher is likely to be a lengthy, expensive, and distasteful experience, but it is the only avenue available and it is the avenue which we must use.

IV. JUST CAUSE AND DUE PROCESS - REQUIREMENTS FOR CORRECTIVE DISCIPLINE

A. Just Cause

One must search hard and long to discover a negotiated contract or master agreement that does not contain a "just cause" provision. The typical context of such a provision is usually as follows:

> "No teacher shall be disciplined, reprimanded, discharged, demoted, or deprived of any professional advantages without just cause."

Such reference usually concludes at that point without any further clarification or definition. The problem that is created by this situation is the individual and differing interpretation placed upon the meaning of "just cause." Usually there is no indication as to the tests that must be applied to a given circumstance of corrective discipline in order to assure the existence of "just cause."

Once the concept of "just cause" is incorporated into the master agreement, it is imperative that there be as clear a definition as possible of this requirement. This will provide the basis on which the administrator must proceed in corrective discipline and will formulate a consistency of behavior should the matter in question be taken to arbitration, tenure hearing, or litigation. A method of defining "just cause" is to pose the definition in a question such as the following: Did the administrator (or Board) have a just and proper reason to cause the action to be taken against the staff member?

B. Due Process

Due process is the implementation of a procedure, which when adhered to, guarantees the protection of individual rights.

When applied to the corrective discipline process, this means "There can be no surprises." The individual staff member must be made aware of what is expected of him regarding conduct, performance and behavior. Further, he must be guaranteed "fair" treatment when a violation occurs. The individual must be kept informed and the administrator must be able to prove this fact through appropriate documentation. The administrator must provide a copy of any such documentation to the individual staff member.

Due process also provides the right of objective determination of disputed questions of fact based upon established evidence. Simply stated, due process is the concept of "fair play."

In the implementation of this process there must be adherence to the following:

1. Was the rule, conduct, procedure or order known to the teacher and was it one that would be considered reasonable and related to the efficient, orderly operation of the school?

2. Was the staff member notified relative to his/her expected behavior in this regard and was there prior knowledge and indication of probable disciplinary consequences for failure to comply on the part of the staff member?

3. Was there a fair and objective investigation of the circumstances and the facts prior to discipline and, in fact, was there a clear violation or disobedient action?

4. Is there specific data, documentation and other information that exists to substantiate and verify the situation?

5. Does the disciplinary action taken reflect a degree that is consistent with the seriousness and nature of the offense? Is it reasonable?

6. Has the staff member's previous record been considered and has he/she received treatment that is consistent with others who have been disciplined for similar circumstances?

If the administrator cannot answer "yes," with supporting documentation, to all of the above questions, the just cause and due process guarantees have not been provided.

An immediate reaction by administrators to this process could be that it requires they be a trained legal authority. However, closer examination demonstrates that it is a sound, logical and equitable procedure. Moreover, it is one that the individual administrator would mandate in his/her own situation should he/she be on the receiving end of corrective discipline.

It is important to remember that when a disciplinary action is taken both JUST CAUSE AND DUE PROCESS are essential. One of these without the other will invariably mean that the disciplinary action will not be upheld by an arbitrator, tenure commission or a court judge. To say it another way, the administrator may have several proper reasons (just cause) to take a disciplinary action. However, should he fail to provide the guarantees of individual rights (due process) to the individual being disciplined the administrator's action will be reversed or negated.

JUST CAUSE	DUE PROCESS	DISCIPLINARY ACTION
(Proper Reason)	(Guarantee of Individual Rights)	(Appropriate Action)

V. THE ADMINISTRATOR'S DILEMMA - GOING IT ALONE OR SEEKING ASSISTANCE

In the administration of the process of corrective discipline, the administrator must be able and willing to seek assistance at every step in the process if he does not feel confident of his own expertise. This assistance can be provided by central office administrators who are knowledgeable about the corrective discipline process and who have the authority to seek legal advice. The use of such resources not only tends to eliminate the common hazards or pitfalls, but serves to strengthen the administrator's position by providing valuable input into the process.

As soon as a letter of reprimand is placed in a staff member's official personnel file, the administrator who prepared the reprimand no longer has the option of going it alone. He must now work directly with central office administrators and actively involve them in the process. A building administrator may initiate and file the necessary charges that could ultimately cause the dismissal of a teacher, but the decision to dismiss is beyond his realm of authority. It rests ultimately with the Superintendent and Board of Education and requires official Board action.

VI. THE PROGRESSIVE STEPS IN THE CORRECTIVE DISCIPLINE PROCESS

Earlier sections have clearly indicated that the process of corrective discipline mandates certain requirements such as just cause and due process. Concurrently, the steps taken in corrective discipline must also be progressive in nature. For example, an initial incident of unauthorized absenteeism would not permit the step of discharge. Neither does each incident require that the total progressive process be followed in sequential order. The action taken should be determined by the specific aspects of each situation, the adherence to the requirements of corrective discipline and most likely to the use of logic and common sense. However, notwithstanding the fact that corrective discipline is progressive, it should be emphasized that in certain circumstances, depending on the nature of the unacceptable conduct at issue, a first offense could be one for which the teacher could be discharged. Accordingly, the nature of the incident itself determines whether normal progressive steps of discipline are to be strictly followed. Therefore, there is no ironclad rule which indicates that disciplinary procedures must always follow a progressive route. It must be emphasized again that a firm concept to use as a guide is to ask assistance and seek advice if there is any degree of doubt involved.

The first step in this process, following an objective investigation, is usually that of the oral warning or oral reprimand. It is wise that you make a "reminder" record of such an occasion for future reference or use.

The second step is the written warning or written reprimand. There are certain elements that must be included in such a document. An administrator can use this occasion to make reference to the oral warning that has occurred. The document must contain

(1) what happened, (2) what is the reason for the reprimand, (3) what is expected, and (4) what will take place if it is not corrected or if future such incidents arise. The administrator should be specific, to the point and explicit as possible. He must avoid moralizing, philosophizing, rationalizing, and flowery "educationalese" type language.

The third step is disciplinary time off with pay and this is usually interpreted as a major warning to the teacher. Suspension or disciplinary time off is considered as a very serious disciplinary action in the realm of the educational profession.

The fourth step is disciplinary time off without pay. However, this step requires a Board of Education hearing prior to action because it is interpreted as a demotion. The duration or period of disciplinary time off without pay should be determined by the severity of the particular situation under consideration.

The final step in corrective discipline is discharge or termination of the teacher. It is corrective in the sense that it is the final resolution to a problem and could prevent similar behavior on the part of other staff members. Again, this process must be accomplished by official action of the Board of Education and must be within the legal framework of the particular Tenure Act with appropriate reference to probationary status teachers as well as tenure teachers.

VII. SUPPORTIVE DOCUMENTATION

It's been made clear that one of the essentials of a program of corrective discipline is good DOCUMENTATION. This set of materials contains many references detailing the requirements and absolute need for good, written objective data. The importance of this cannot be over-stressed.

In addition to that reviewed, there are other forms of documentation that can be very useful. These are types that may or may not end up as part of a corrective discipline program. They are forms of documentation that are considered as good ADMINISTRATIVE PRACTICE. However, they could serve the dual purpose of becoming a part of an official record in a grievance, an arbitration, or legal action. For them to become part of such a record, there are certain requirements that must be followed. These requirements will be detailed as we get into these matters.

One example of an added type of documentation is the use of the CONFERENCE SUMMARY. For instance, a meeting with an individual staff member of with a group of staff personnel should be followed with a written document stating your impressions of the context and results of the conference. A copy of this should and must be given to everyone involved and there should be opportunity provided for reaction from the recipients. This assures fair play or DUE PROCESS. There are two major considerations that you need to address yourself to in this procedure.

1. If you have ANY degree of feeling that there will be negative implications or situations arise as a result of the conference, you should automatically write it up. For example, you call a meeting of your language arts teachers. Four teachers are involved and your conference indicates a desire to do some flexible scheduling and grouping of students. You assign responsibilities and establish deadlines for submission of plans by these teachers. Three of the four are very receptive and quite positive. However, one is either non-committal or even negative. In this instance, there is a possibility that a negative

situation may arise. Therefore, you should AUTOMATICALLY write it up. Later, if that teacher does not submit plans or fails to meet a deadline -- you have written documentation -- you have provided for reaction to that document and this individual's position on the matter is precarious.

2. Such written summations should also occur following conferences of a positive nature. This establishes a basis of (1) CONSISTENCY and (2) "fair play." It should be noted that each and every conference does not require a conference summary -- the use of good JUDGEMENT is the determination. However, once again, IF IT'S NEGATIVE, YOU AUTOMATICALLY WRITE IT UP.

At this point, such documentation is not a disciplinary action -- it is a basis for possible future disciplinary action.

Another example of documentation is the use of ANECDOTAL RECORDS. These are written notations of specific incidents or occurrences that have been personally observed by you or of which you have first-hand knowledge. They are MEMORY-JOGGERS and are used as reference points or to reinforce a position. They should be very brief and factual. Personnel should be made aware of the fact that you intend to use this procedure as an administrative practice. Furthermore, the staff must also be made aware that they have the opportunity to examine these notations -- THEY CANNOT BE SECRET NOTES! If you do these two things (1) make staff aware you're doing this, and (2) allow them to examine the records; it is not necessary that they be given copies and such documentation is admissable evidence in the grievance/arbitration process.

In summary, there are three (3) major points that need emphasis:

1. The concept of DUE PROCESS or protection of individual rights is a "MUST" in the DOCUMENTATION process.

2. There is only one official file and that is the file maintained in the District's Personnel Offices.

3. MOST importantly! Under no circumstances can there be SECRET FILES or NOTES!

VIII. THE MINIMUM STANDARD OF ACCEPTABLE BEHAVIOR

For many years, building administrators have tended to judge the performance and behavior of individual members on their staff against a "star" or most effective member of the staff. With collective bargaining or professional negotiations and the resultant Master Agreement or Contract this is no longer possible. The negotiated Master Agreement which invariably includes a "Grievance Procedure" provides established guarantees for staff members to contest or grieve any disciplinary action administered by a building principal against a staff member. The various steps in resolving such a grievance which include a hearing at the building, central office and Board of Education levels also invariably include the final step of submitting the matter to arbitration. The arbitrator, often a highly skilled lawyer, issues his decision within the limitations of the provisions of the Master Agreement regarding his role and power. Such a decision is often final and binding on both parties in the grievance -- the staff member and the Board. A review of the decisions of the arbitrators clearly reveals that the "star" of the staff is no longer the measuring stick used. In fact, the opposite is the case. In terms of discipline and arbitration the staff member who is doing the particular job the worst is automatically the criterion that will be used by the arbitrator. He has no choice. That's the way the hard and fast rules by which he must abide are written.

Let's assume an administrator has chosen to discipline a teacher on his staff and that a grievance has been filed against the administrator by either the teacher or the Association or Union. Let's also assume that the administrator has followed all the steps and instructions specified thus far. He has formally reprimanded the teacher and has attempted to correct the teacher's behavior. The documentation has been thorough and as prescribed. The regulation that has been breached by the teacher has been conspicuously posted in the teacher's lounge and near the mail boxes in the office and is well known to the staff. The administrator determines that he has no other recourse but appropriate disciplinary action and he takes it. The case proceeds through the various steps of the grievance procedure and is not resolved; thus, it finally goes to "arbitration." The administrator appears at the arbitrator's hearing with his carefully prepared documentation. He is confident that the arbitrator will make short work of the case and uphold his action. In short order his confidence is shattered by the Association or Union representative who presents clear evidence that two other teachers in his building have poorer records in the area in question than the teacher he has disciplined. The point being that whatever the regulations say, in actual practice he has under his supervision at that moment, teachers who are performing at a lesser level. His defense, which takes into account a more cooperative attitude, better classroom results, as well as other factors which differentiate those other offenders from this particular case will not impress the arbitrator and he will rule against his action. Having lost in arbitration the administrator now realizes he must begin with the worst member of his staff in the area of concern. The most marginal teacher in that building has already set the standard of acceptable performance. This is true whether there is a Master Agreement or not. It is true now, and it has been true for years prior to the onset of the collective bargaining process. A critical test of this concept is to ask yourself: "Which staff member had the greatest number of absences last year?" How many? That is the minimum standard of performance that you have accepted in that area and it will continue to be such unless you correct it.

IX. DISCIPLINING FOR AFTER WORKING HOURS ACTIVITIES - A "TOUCHY" TASK

The conduct of a staff member outside of his prescribed working hours is an extremely difficult and often frustrating concern for many administrators. As a result of questionable after hours activities a situation may arise which often leads to the voluntary admission into the classroom of questionable personal attitudes and activities. Professing revolutionary, racist, or other biased points of view have become more pronounced in recent years. Such personal views which overtly or tacitly lead to or encourage misconduct of students must be kept out of the classroom. Where to draw the line is always a matter of judgement and is seldom easy. Generally speaking, "academic freedom" should not be stretched to include areas outside of those for which the staff member is certified to teach. In summary -- outside of the school just about anything goes; BUT, if those activities affect the curriculum or school operations adversely, the staff member must go.

X. THE KEYS IN BEGINNING A STAFF DISCIPLINE PROGRAM

Any administrator who is contemplating the turning over of a "new leaf" and utilizing a "more agressive" approach to staff discipline must prepare thoroughly before implementing any such program. The decision to "do it" is one thing. The actual implementation of such a program is considerably more complicated. To be able to proceed at a reasonable confidence level and achieve success, there are certain keys or steps that are "musts" before implementation is initiated.

The first key must be to become fully cognizant of the policies of the Board of Education, collective bargaining agreement provisions, rules and regulations by which staff members are expected to abide, just cause and due process requirements and guarantees and the disciplinary procedures as outlined in this manual. Agreed, this is a rather large undertaking; but it will be time well invested. Without such knowledge, your "more aggressive" approach is almost certain to create more problems than you ever anticipated.

The second key is to cause staff members to understand and hopefully appreciate the minimum standard of conduct the administrator will accept. Staff members must also be informed that the administrator will be unwilling to accept anything less than the maximum degree of professional conduct on the part of all staff members.

The third key is that the administrator must then be in a position to, and be willing to, follow prescribed disciplinary procedures in an objective fashion to obtain the maximum degree of professional conduct from his/her staff. As stated earlier in this manual, the key is "fair play" and reasonableness. There must be no surprises. Furthermore, your behavior and actions must be consistent. Inconsistency is a major factor in placing management's position on disciplinary action in jeopardy.

The *fourth* and *final key* recognizes that the more measurable the offense or behavior that you are attempting to correct, the probability of accomplishing your objective will be increased. To say it another way, it will be less difficult to correct a problem of tardiness which is very measurable than it would be to correct a problem of inability or incompetence which is extremely difficult to measure unless it is clearly defined. The administrator must specify the behavior which he feels is in need of improvement. When behavior is specified, it becomes measurable.

It should be clear that deciding to be "more aggressive" in disciplining staff members carries with it some very definite obligations on the part of the administrator. Whatever is done, it must clearly show the attempt to CORRECT a behavior or conduct that is unacceptable. It cannot be a vendetta to "get rid" of a staff member who the administrator personally dislikes or one who has not been as cooperative as the administrator would like him to be.

XI. SUMMARY

The intent of this document has been to present information on the various requirements, responsibilities and procedures placed upon school administrators in the implementation of a program of corrective discipline for professional personnel.

The following concepts have been presented in detail:

1. Administrators are members of supervision and representatives of the Board of Education. Therefore, they must maintain a posture of a manager and of a member of the total management team.

2. Administrators must know Board policies and the provisions of negotiated master agreements applicable in the process of corrective discipline.

3. Administrators must provide, to all staff members, the rules and regulations that are applicable to them and ascertain that staff members understand such rules and regulations.

4. Administrators must provide an objective procedure for the fair administration of all rules and regulations and see to it that the staff members understand that such administration will be fairly undertaken.

5. Administrators should seek appropriate assistance with regard to any disciplinary situation.

6. Administrators must build a record with regard to each and every disciplinary situation -- a full and complete record, the best possible record, no matter who the teacher may be.

7. Administrators must exercise prompt, firm and just treatment with regard to any and all disciplinary procedures and must establish, in the minds of the staff, the fact that such a position will be maintained consistently with regard to all staff members.

Administrators should review and turn to this document when discipline of a professional staff member is contemplated or becomes necessary. It should assist administrators in proceeding in a manner that will help to "correct" unacceptable behavior, and, when no other option remains, take the necessary steps required for the orderly dismissal of the individual from the profession.

Employee Evaluation

The second part of this workshop focused on staff evaluation. A detailed booklet on corrective discipline is in the process of being developed by authors Crew and Nunez.

Participants were provided with worksheets that required them to insert the appropriate responses to help them assess their comprehension of the materials being presented. Small group sessions were periodically built into the sessions as well as question and answer periods. The presenters stressed that before any administrator engaged in new attempts of staff evaluation, several important factors are a prerequisite. These include knowing relevant Board of Education policies and the collective bargaining agreement, but most importantly, that in all situations, "fair play" and reasonableness must prevail.

Crew and Nunez pointed out that whether we like it or not the evaluation of employee performance is clearly in the "realm" of responsibilities for all administrators who supervise others. The boards of education in their policies say it is so; negotiated master agreements say it is so; and the school code and state law say it is so.

The WHY of an evaluation program is to create a systematic procedure in which to assess the performance level of personnel. We, as administrators, need to let staff know where they stand. We are obligated to do this in a fair and objective manner.

The WHAT of an evaluation program is to attain the improvement of instruction. What we are really after is better results.

An administrator's role as an evaluator is not to get rid of someone, but rather to get better results from staff. The administrator is obligated to "call it like it is," especially when an individual cannot make it.

The evaluation of staff is required because we owe it to our clients -- the kids.

A well defined and efficiently operated evaluation program calls for a very close, direct and cooperative effort between the evaluator and the central office. The personnel administrator is the prime central office resource person in the process of evaluation.

The suggested best approach to evaluation is the use of the total management team concept. This approach provides a broader base of expertise; tends to create a higher degree of objectivity and provides full measure of due process protection for the individual.

In summary, our suggestion is that you not only use the management team approach to evaluation but insist on it. We must recognize the fact that evaluation is not a disciplinary process. Disciplinary action is a possible result or outcome of the evaluation process. These two processes are separate and distinct but are in close proximity when you enter the area of performance assessment.

Summary

This workshop proved to be a most beneficial experience for all participants involved. The participants agreed that the practicality was there, and it was something worthwhile for any administrator. Because of such things as collective bargaining and declining enrollments (which will have an impact on the number of new teachers coming into the profession which means increased contact with tenure teachers), effective procedures of corrective discipline and staff evaluation are necessary for practicing administrators.

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CHAPTER SEVEN

FAMILIES, COMMUNITIES AND AVAILABLE RESOURCES

Objectives

I. Public and Community Relations

  A. Human Skills

    1. Has a considerate and caring attitude toward others.
    2. Supports an individual's need for personal development.
    3. Is able to get school and/or community groups to work together.
    4. Displays empathy and concern for others.
    5. Fosters a trust and belief within the community.

  B. Technical Skills

    1. Demonstrates ability to assist in the development of mutual goals with other agencies and organizations.

II. Supportive Services

  A. Conceptual Skills

    1. Works at removing road blocks for teachers.

  B. 1. Involves teachers in discussions with student supportive services and parents concerning the problems of students in their classes.

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Introduction

The first lessons we all learned took place in the home. It is in the home where we first learn to talk, walk, feel and experience our everyday surroundings. Our family members and close friends are our first teachers. As well as teaching us directly, the family also approves and disapproves of things we learn elsewhere. In so doing, the family fosters the development of and values in its members.

People learn to make decisions within the family. They decide what materials and goods will enter the home, and how much time can be spent together, as well as which activities each person will carry out. Families form the limits of how many and what kinds of learning activities are possible for its members.

Family organizations exist within a broader structure which is the community. Both family and community have an impact on each other because the family looks to the community for necessary services and the community structure is dependent upon the families within it.

The family and community structure, historical and present, was the focus of the first part of this workshop. Norma Bobbit, Assistant Dean, Beatrice Paolucci, Professor in the Department of Family Ecology, and Sharon Anderson, Program Leader of the Family Living Extension Project, all of the College of Human Ecology at Michigan State University, made presentations on the following: Getting to Know Michigan Families; Meeting the Needs of Urban Families; and, School-Community-Home Linkage.

A Changing Picture

Beatrice Paolucci provided some relevant data on Michigan families and households. The data was drawn from the 1977 "Michigan Statistical

Abstracts," the 1970 Census, "Michigan and National Statistics," and 1976 "Survey of Income and Education."

It was pointed out that between 1960-1970, the Michigan population grew by 100,000 persons. This growth rate virtually ceased between the years of 1970-1975. This is accounted for by less migration of workers to Michigan's automobile factories and a decrease in the number of children born to women of child bearing age from more than 3 percent to less than 2 percent.

Besides a major decline in the overall population in the state, the age distribution has also changed. The number of "non-family" households in Michigan is rising (single heads of households) and whole families are becoming smaller. There is also a rapid rise in the number of individuals living alone -- more females than males in this case. In 1950 in the entire United States, 90 percent of the households were whole families. By 1970 this number had dropped to 80 percent, and by 1976 to 77 percent.

It was also pointed out that the rate of marriage in the state of Michigan has dropped from 10.4 per 1,000 population in 1970 to 9.1 in 1975, while the rate of divorce has risen from 3.4 in 1970 to 4.5 in 1975, which is not very different from the national rate. There is also a large number of children being born to unwed mothers, primarily teenagers ranging from 15 to 19 years of age. In 1975 over 14 percent of all births were "illegitimate." Increases in illegitimate births and divorce has resulted in an increase of households headed by females. Families headed by females made up 9 percent of all families in 1950 and 13 percent by 1976. Preliminary census data from 1977 indicates 13.4 percent of all families will be headed by females and in most cases these families tend to be poor.

These statistics illustrate that major changes have been and are still taking place within the family and the community structure. Related graphs providing a pictoral view of the statistics were presented and appear in Appendix D. This data was obtained from the American Council of Life Insurance in Washington D.C. and appears under the headings of "Marrying, Divorcing and Living Together in the United States Today," and "Trends in the American Family."

Cooperative Extension Service

Sharon Anderson next provided the group with information about the Cooperative Extension Service, which is an organization geared to help meet the needs of urban families in Michigan. CES basically "extends" non-formal knowledge, skills and information to residents of Michigan's 83 counties. This program has four major areas:

1. Family Living Education and Expanded Food and Nutrition Program,
2. 4-H Youth,
3. Natural Resources/Public Policy, and
4. Agriculture-Marketing.

For the most part, CES has had a tradition of providing services to rural residents. It has now extended its services to the urban areas. The basic philosophy guiding the CES is to impart practical knowledge and skills in "learn by doing" situations in order to enable people to help themselves.

Anderson elaborated on two of the four program areas, Family Living Education and 4-H Youth programs, which she felt were more applicable to our participants because of their involvement in the urban schools.

The Family Living Program offers a variety of programs to people in urban areas, such as:

- Human Development (parenting education, child development, self-esteem, marital relationships, developing volunteer leaders, etc.)
- Health (analyzing health issues, insurance, choosing health care providers, etc.)
- Foods and Nutrition (consumerism, marketing, food preparation techniques, faddism, child and maternal nutrition, food safety, etc.)
- Housing (home maintenance and repairs, restoring, remodeling, decorating, energy conservation, etc.)
- Resource Management (financial management, consumer education, estate planning, values clarification, energy conservation, clothing, etc.)
- Family and Government (influencing public affairs, participating in public decision-making, analyzing costs/benefits of public policies and the impact on families and communities, etc.)

In the 4-H Program, youths and adults work together on a variety of projects and activities ranging from bicycling to woodworking, clowning to animal care and more. The 4-H Program is flexible and provides youth with opportunities to design projects to meet their own needs and interests.

The 4-H Program aims to develop the potential of youth through the involvement of parents and volunteer leaders who provide young people with a variety of learning experiences within their own neighborhoods and communities.

For urban youth, 4-H is often the answer to what to do with idle, non-productive time. Both Family Living and 4-H work cooperatively with other community agencies, organizations and schools as common goals and staff time permits.

Overall, the Cooperative Extension Service can be viewed as a community service agency which can, through practical and applied education, reach people in urban, suburban and rural areas to enable them to improve the quality of their lives. The focus is on ways to help strengthen families and the community structure by providing relevant services. A modified summary of the selected programs available for urban audiences follows.

Family Living Education

COLLEGE WEEK EVENT - Sponsored by Family Living Education, College Week is one example of extension's commitment to life-long education. In 1977, over 1,240 family members from all 83 Michigan counties participated in College Week activities. Participants spent four days in a high rise "living-learning unit" at Michigan State University. Of the fifty classes offered, twenty-nine were designed for reteaching and 98 percent of the participants indicated plans to reteach in their communities. College Week participants ranged in age from 16 to 83 years old. Approximately half of the participants were from urban areas.

THE MICHIGAN EXPANDED NUTRITION PROGRAM - During 1976-77, this program helped 24,735 low income families improve their diets, 7,117 of these families were involved in individual and group experiences. 1,275 volunteers assisted the aides in reaching homemakers and 2,450 volunteers enabled staff to reach 36,688 youth. 7,000 youth were from ENP families. Ethnic group breakdown shows that 40 percent of the homemakers and 46 percent of the aides and 25 percent of the youth (4-H/ENP) are from minority groups.

Fifteen of the ENP counties also have a WIC (Women, Infants and Children) Program. Counties have a good working relationship with many cross-referrals between the two programs. Three of the ENP counties have over 50 percent of their families enrolled in WIC. An average of 21 percent of ENP families were enrolled in the WIC program in 1977.

STEPS INTO SPENDING - This program is based on computer-assisted financial planning that produces individual results in a short time and in a confidential manner. More than 6,000 Michigan families have learned how to analyze their spending habits, consider alternative budget systems, and to make appropriate changes. The computer assisted instruction provided a new method of involving families with no previous experience in Extension education programs. Initially piloted in 13 shopping malls in 7 urban counties, this program is now available to all Michigan families.

PUBLIC AFFAIRS COMMUNITY EDUCATION - P.A.C.E. is a two and one-half year federally funded project which involves 40 Extension staff members in an intensive public affairs program. Inservice training, program development and evaluation are component parts of the program. Special attention will be paid to reaching and developing women and women's groups with potential for community leadership.

MASS MEDIA - Development of mass media contacts and accelerated efforts to utilize the press, radio and television to reach target audiences have added considerably to the urban program thrust. Media development is an important method of reaching urban audiences with educational programs. Extension Home Economists are involved in regular television and radio programming and news columns. In the foods and nutrition area alone, an estimated 13,028,000 people are reached yearly via television; more than 120 radio stations program with extension, and over 40 newspaper columns are in print.

PRESIDENT'S ROUND TABLE - Is a program designed to develop the leadership capabilities of state officers in key organizations. Participants are from rural and urban areas. They are involved in training opportunities geared to volunteer efforts, strengthening families and communities, and many aspects of leadership development. For example, a Round Table on the Managerial Process, with 42 members in attendance, helped organizations representing 125,000 women be more effective in their management and leadership roles. The Round Table also serves as a sounding board to provide input into programming of major interest to families through Family Living Education.

YOU CAN DO IT - Over 3,500 Michigan family members have participated in "You Can Do It" home repair workshops to develop maintenance skills and save the costs of programs on TV. Evaluation supports the assumption that these families reduced maintenance costs by at least one plumbing call or simple repair. Extension Service -- United States Department of Agriculture estimates this value for all 50 states exceeds $24 million. Thus, Michigan residents probably saved about one-half million dollars using home maintenance skills they learned in Extension programs.

4-H Youth

EXPLORATION DAYS EVENT - Sponsored by 4-H, Exploration Days is a three-day event on the campus of Michigan State University. 4-H members and leaders gain new skills and ideas to share with their local clubs at this annual event. More than 100 action learning programs demonstrate the breadth of the 4-H program. More than 4,500 youth experienced this event in 1977. Minority participants reached an all time high and enrollment of urban youth doubled.

AFRICAN CULTURAL HERITAGE - This action-oriented program uses food, dress, hair-styles, and crafts of Africa to teach black and non-black youth about Africa's countries, people, geography and customs. Multi-media approach to teach cultural heritage and to promote cross-cultural understanding of all youths. Over 1,500 people, youth and adults were involved in African Cultural Heritage programs in 1977 and this number is growing.

CHALLENGE - Is a high stress wilderness survival program featuring caving, climbing, canoeing, cooking, nutrition and other aspects of outdoor survival. Target audience: teenage boys. Special effort to involve urban youth in a wilderness experience. The program is designed to tax the mental, physical and emotional capabilities of youth. Certified volunteer leaders form the nucleus of this program which is attracting large numbers of male volunteers into the 4-H program.

PEER PLUS - This is an interpersonal communications program utilizing group activities, volunteer teaching, communications exercises, listening skills and trained facilitators to teach the importance of trust, self-esteem, non-verbal cues and spoken messages in the communication process. Teens enrolled in Peer Plus act as facilitators for personal development vis-a-vis their peers.

HORSEBACK RIDING FOR HANDICAPPERS - In two years, more than 1,500 emotionally mentally and physically handicapped youths have participated in 4-H's therapeutic riding program. Using highly trained instructors and special safety equipment, the program provides the participants with great psychological boosts and many have improved physically. The program involves more than 2,700 volunteers as well.

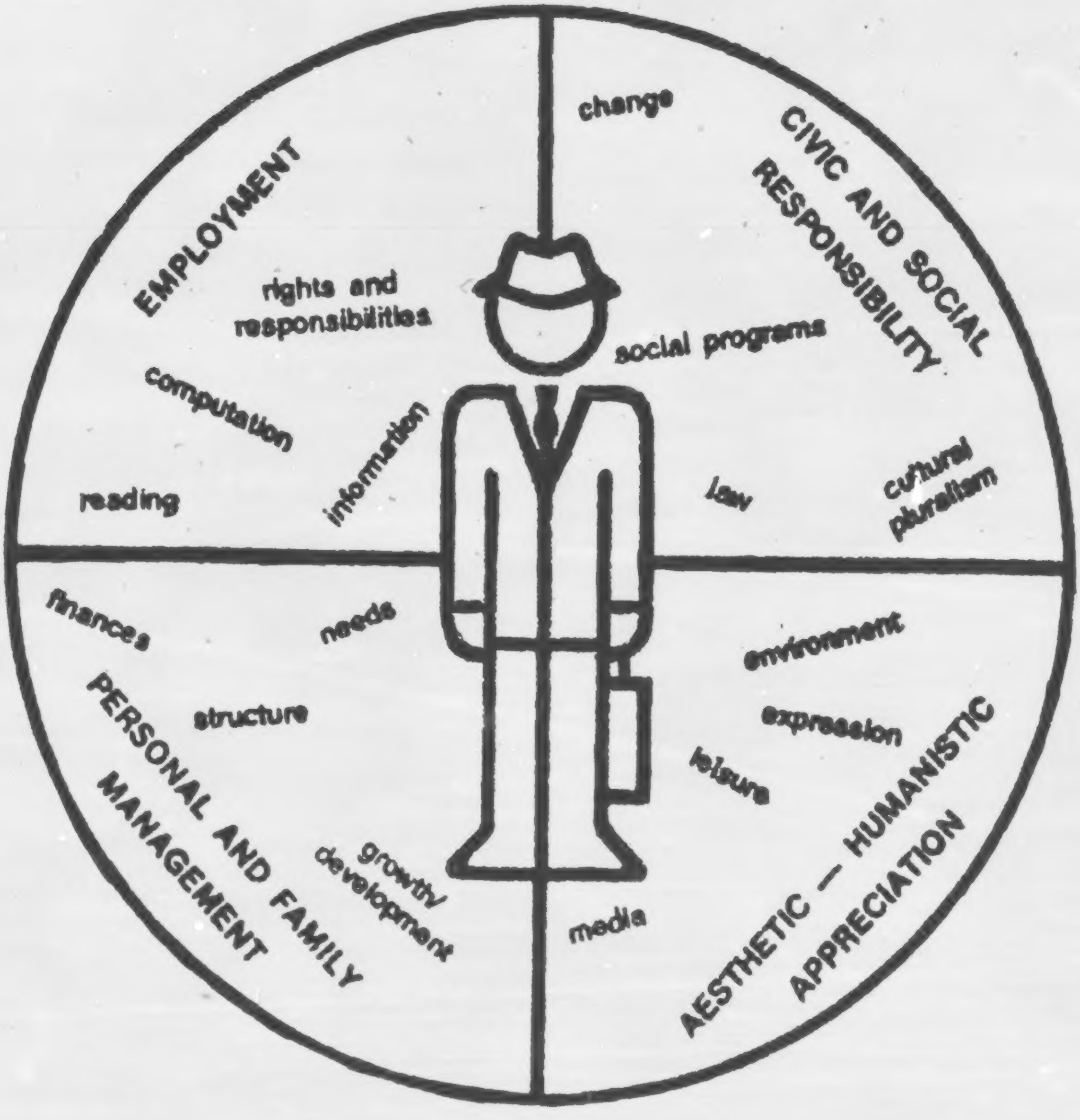
PROGRAM EXPANSION - Through the efforts of 4-H, a growth and expansion effort incorporating 4-H, Family Living and Agricultural program components is currently underway. Special funds from the state legislature is responsible for the expansion thrust which presently involves ten counties in a variety of expansion activities. The goal is to involve more youth, adults, families, small and part-time farmers, and volunteers in Extension education programs. A variety of clientele outreach and recruitment methods are being implemented to increase our clientele base. Also in Michigan an Energy Program aimed at involving youth is currently being developed under the auspices of the state 4-H office.

Norma Bobbit concluded the first part of the workshop by discussing what she termed the "home linkage." The focus here is on ways to better link the school community (and all the various organizations in the community) and the home, since they all have an impact on one another. Because of so many changes in the family structure, she feels it is necessary to establish and maintain a sound school and community structure within which individuals can function and grow. "Life Role Competencies" was the term applied to describe all the different experiences and events that help directly shape the individual and the home. (The model appears on the following page).

Discussion by the participants on ways to better "link the home" followed the presentation. This question and answer period afforded participants the opportunity to ask as well as share their views on the issues at hand.

Other materials are available by contacting Dr. Norma Bobbit, Assistant Dean, College of Human Ecology, Room 105, Michigan State University, East Lansing, Michigan 48824.

LIFE ROLE COMPETENCIES


EMPLOYMENT
rights and responsibilities
computation
information
reading
change
CIVIC AND SOCIAL RESPONSIBILITY
social programs
law
cultural pluralism
finances
needs
structure
PERSONAL AND FAMILY MANAGEMENT
growth/ development
environment
expression
leisure
media
AESTHETIC — HUMANISTIC APPRECIATION

The dinner guest for that evening featured Ginger Edwards, a school social worker for the Flint Public Schools. Edwards was one of the featured guest speakers at the workshop held in Flint. She agreed to return and continue the question and answer period from that session. Despite the two month time lapse, the discussion continued with the same intensity it had ended with in February. Ways to more effectively coordinate the efforts of community organizations were discussed, but more importantly, methods for getting the families in the community more involved in school functions were explored. (Please refer to Chapter Five describing Edwards' presentation.)

The second part of the session featured Dorothy Blum and Connie Mead, who serve as school nurses for the Lansing Public Schools. The focus was on "Mobilizing Community Health Resources." Ways to identify community health resources and how to use them were presented. A general description of the presentation follows.

In the Fall of 1977, the Lansing School District received a five-year grant from the Kellogg Foundation to help students improve and maintain their health. The rationale for the Project is twofold: 1) untreated or inadequately treated health problems interfere with students' learning, and 2) no one institution in our society can be expected to identify and treat health problems and to improve the understanding of health maintenance.

The Project, therefore, is identifying and developing a network of interested people from the school district, the community, and the university to do primarily three things:

1. Identify, through a needs assessment, conditions affecting the health of Lansing students.
2. Based largely on the data from the needs assessment, develop ways to help students improve and maintain their health by curriculum development at elementary and secondary levels; a program with school nurses

and other support personnel giving priority to attendance, self-care skills of students and their families; and use of community resources, eliminating duplications and gaps in health services within the community.

3. Assessing the perceived needs of teachers for medical and health information as it might affect their instruction/relationships with students.

It was pointed out that it is useful for a school district to compile a handbook of local health services which are frequently used.

Health resources can be divided into at least two categories -- screening programs and health care services. Screening programs are no substitute for health care services, but can serve a useful purpose for prevention and support. One particular program, Project Health, is a screening program for Medicaid youth (ages 0-21). It is sponsored by the Michigan Department of Public Health and Social Services with local clinics in counties and is a preventive health program. It is also called the Early and Periodic Screening, Diagnosis, and Treatment Program, which adequately describes its function. Usually patients need to be referred for diagnosis and treatment, and that is arranged by Project Health.

The problem of appropriate exchange of information between agencies needs to be addressed. Agencies sometimes say that schools do not make the reason for referral clear. And schools often find it hard to get feedback from the health facility.

Health services include facilities for physical problems, mental, dental, etc. These services may be available from private physicians, hospitals with clinics and emergency care, special camps for chronic conditions such as diabetes and epilepsy. For mental health problems, schools might recommend community mental health facilities, Big Brother or Big

Sister programs when mostly supportive service is needed, Catholic Family Services, or Family and Child Services.

County Health Departments, State Health Departments, and County Social Service Departments provide screening, education and service components. Carolyn Meade described those agencies as well as Alcoholics Anonymous and other possible resources from local community colleges and/or the university.

The participants were provided with lists of several agencies and descriptions of their functions. These follow.

A. County Health Department

1. Public Health Nursing services to assist individuals and families in recognizing health needs and appropriately utilizing community resources.
2. Responsible for control of communicable diseases, including provision of immunizations.
3. May have Health Educator and/or Nutritionist to function as resource person with school personnel.
4. Child abuse and neglect -- school nurse should see child's injury to assess extent of injury.
5. Usually responsible for vision and hearing screening of school-age children.
6. Responsible for tuberculosis control.
7. May have clinic facilities such as dental clinic, pediatric and/or general clinics available to the community.
8. Recommend that school maintain periodic contact with Public Health nurses as they are often the first to identify a young child with special educational needs.

B. Michigan Department of Public Health has available:

1. Nutrition and dental consultants.
2. Extensive film library with many health films.
3. Information and consultation regarding communicable disease.

4. Division of Services to Crippled Children -- provide diagnostic services and often follow-up medical care to children with disabling or chronic diseases. Administered through the County Health Department -- contact the Nursing Division for specific information.

C. County Social Services Department offers:

1. Medical insurance (Medicaid) for eligible families.

2. Foster Care - voluntary - available to parents who have medical or other emergencies that temporarily prevent them from caring for their children.

3. Often license private homes for child care.

4. May provide emergency food orders for eligible families.

5. Protective Services/child abuse.

D. Alcoholics Anonymous

1. Usually offers children of alcoholic parent services, even if parent is not involved in a program.

E. Local Community College and/or University

1. In this area, we have the following services:

   a) Dental Hygiene Clinic - available for field trips and/or to clean individual children's teeth.

   b) Speech and Hearing Clinic.

   c) Genetics clinic

   d) Colleges of Human Medicine and Osteopathic Medicine -- offer consultation and clinical services.

Jeff Case of Michigan State University's Department of Extension Services concluded the second part of the workshop. Case discussed a guidebook of community resources entitled "Open Your Door To The Community." The guidebook was developed during a workshop influenced by the Land Grant philosophy of providing services to citizens in their local communities. The purpose of the guidebook is to help students, teachers, and school administrators identify and relate to the many facets of the greater Lansing area that will help provide opportunities for learning. It was explained that the community resource guide is expected to make a significant contribution to the Lansing area, in this case, the career education program, by assisting schools to arrange for field trips and speakers, to organize student on-the-scene "observational" experiences, to develop co-op work stations, or to place students in part-time jobs.

If such a guide, which can be developed for any community, is utilized correctly, relationships between the community and the school should take on some new "healthy" dimensions.

Basically the guide is a compilation of agencies, businesses and other various organizations in the area. Hopefully by viewing this guide and estimating its potential, the workshop participants will be motivated to develop a list and description of organization in their community.

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CHAPTER EIGHT

PREDICTING EMPLOYEE POTENTIAL AND EVALUATING PROGRAMS

Objectives

I. Personnel Management

  A. Human Skills

    1. Recognizes the need for identifying and gaining support of building and community leaders.

  B. Conceptual Skills

    1. Involves him/herself in the process of change.

    2. Clearly delineates expectations held for employees.

    3. Utilizes staff in a manner designed to achieve maximum staff potential.

  C. Technical Skills

    1. Demonstrates decision-making skills that are based on accepted problem-solving techniques and are democratic in nature.

II. Curriculum

  A. Human Skills

    1. Demonstrates a personal commitment to the education of each individual student in terms of learning capacity, style and rate.

  B. Conceptual Skills

    1. Demonstrates knowledge of curriculum development in the full range of instructional areas.

    2. Demonstrates ability to assume the continuing and sequential planning, development and evaluation of programs.

    3. Evaluates new programs and practices and applies them to his/her building.

  C. Technical Skills

    1. Demonstrates skills in assessing programs.

    2. Demonstrates the ability to provide continuous and effective monitoring of school programs.

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III. Planning and Organization

   A. Human Skills

      1. Encourages staff suggestions and criticisms.

      2. Demonstrates initiative and persistence in goal attainment.

   B. Conceptual Skills

      1. Involves those persons who will implement the results of a decision in the making of a decision.

      2. Applies research to practical situations.

   C. Technical Skills

      1. Demonstrates knowledge of local, state and federal funding sources.

IV. Public and Community Relations

   A. Conceptual Skills

      1. Utilizes evaluative data to assess school/community needs.

      2. Has ability to understand, relate and implement.

   B. Technical Skills

      1. Listens to people effectively.

      2. Has ability to understand, relate and implement.

V. Supportive Services

   A. Human Skills

      1. Understands the methods and dimensions for helping teachers gain insights into their own teaching styles.

Introduction

The primary focus of this workshop was on how to effectively assess the qualifications of a potential employee, as well as how to more effectively manage and assess current employees. George DePillo, Director of Staff Personnel and Labor for the Flint Public Schools addressed these important issues during the opening session of the workshop. DePillo, who has been trained as a teacher perceiver certified by Selected Research Incorporated (SRI) and who is now a trainer himself, conducted a mini-workshop on SRI procedures toward becoming a more accurate predictor of potential employees. ability to succeed.

SRI's Origin

DePillo explained that the SRI group began to form on the campus at the University of Nebraska during the early 1950s. The individuals who formed this group had a common interest in the "Scientific Study of the Thought Patterns of Successful People." Their interest in positive developmental behaviors contrasted to what is perceived as the traditional approach of psychologists -- studying failure to determine how people could be helped. "Talent" became an important topic for this newly formed SRI group.

In an effort to learn about "talent," they studied talented counselors who could stimulate student achievement; talented teachers who could facilitate positive self-concepts in children; talented nurses who cared for patients so that they recovered sooner; talented student leaders who could measurably improve the human environment of a campus or dormitory; talented salespeople who could build trust and help people extend their images; and talented managers who could help people develop their potential.

SRI has as its commitment a pledge to study with intensity the thought patterns or what they term "themes" of people who make a significant difference in the lives of other people.

SRI has been used extensively in the private sector where it has provided industry with prompt and authentic evaluations of its entire working force. Such a program, it was explained, offers both private and public sectors systematic analysis of its people, including management as well, plus an accurate guide to the selection, training and motivation of new employees which was the major focus of this mini SRI workshop.

Predicting Success Potential

Because of declining enrollments which drastically cut down on the number of new teachers coming in, it becomes even more imperative for administrators to select from among a large number of applicants, those who are predicted to have the highest level of potential for success. And again, because so few new teachers are being hired, it also becomes extremely important to maintain a high level of motivation among the present staff in the constant effort to help them grow.

DePillo spent the majority of the time training the participants to become better predictors of potential employees' success. Because this was only a mini-session, the participants received a brief overview of what would actually take place in a normal training session.

It was explained that in an actual full-length training program, trainees are required to listen to over fifty tapes of interviews with potential employees. From the tapes, trainees were to determine, using a prescribed sequence of recording materials, if they perceived this potential employee to be a success or failure. (Because of copyright laws, we are not allowed to reproduce or present any parts of the actual content of the SRI perceiver materials. A general summary only will be presented.

Before continuing, the participants, using a teacher perceiver response sheet, listened to several interview tapes. They were required to check off if they predicted from the statements made by the potential employees, his/her ability to succeed. Participants were to listen for key responses when the potential employee was asked such questions as "why did you become a teacher." Participants had to decide from the response if there were any key statements that could be used to predict possible success.

Without being provided with the SRI-determined key responses, participants used their individual judgment in predicting new employees' potential success.

Participants were next provided with a SRI booklet describing twelve key themes they have developed throughout their research. The themes are as follows:

1. Mission is what takes some individuals and groups out of society's mainstream in order to assure the quality and purposefulness of that mainstream.
2. Empathy is the apprehension and acceptance of the state of mind of another person.
3. Rapport drive is evidenced by the teacher's ability to have an approving and mutually favorable relationship with each student.
4. Individualized perception means that the teacher spontaneously thinks about the interests and needs of each student and makes every effort to personalize each student's program.

5. *Listening theme* is evident when a person spontaneously listens to others with responsiveness and acceptance.

6. *Investment theme* is indicated by the teacher's capacity to receive satisfaction from growth of students.

7. *Input drive* is evidenced by the teacher who is continuously searching for ideas, materials and experiences to help students.

8. *Activation* indicates that the teacher is capable of stimulating students to think, to respond, to feel and to learn.

9. *Innovation* is indicated when a teacher tries new ideas and techniques.

10. *Gestalt theme* indicates the teacher has a drive toward completeness. The teacher sees in patterns -- is uneasy until work is finished.

11. *Objectivity* is indicated when a teacher responds to the total situation. Get the facts and understands first as compared to making an impulsive reaction.

12. *Focus* is indicated when a person has models and goals. The person's life is moving in a planned direction.

After describing these twelve themes DePillo further elaborated on six that SRI perceives to be "power themes." The power themes are empathy, rapport drive, individualized perception, listening, activation and objectivity. This is to say that these themes are of utmost importance to listen for when engaged in an interview.

After having the themes explained, participants listened to several demonstration lessons. Each was an interview with a potential employee, each focused on a particular theme. Again, participants were asked to determine if in fact the potential employee made the necessary key remarks that would give some indication on his/her potential success. After completing several tapes and response sheets and receiving feedback from DePillo, participants were required to respond to all twelve themes to test their comprehension level of the mini-workshop.

Although participants were not allowed to leave with copies of the materials used throughout the session, they were provided with a first-hand systematic assessment procedure for predicting potential employees success. Participants were also provided with the option of taking a complete training session by SRI experts.

For additional information about SRI, contact SRI Perceiver Academics, 2546 South 48th Street, P.O. Box 6438, Lincoln, Nebraska 68506, 402/4[illegible]-0351, or Dr. George DePillo, Flint Public Schools, 932 East Kearsley Street, Flint, Michigan 49502.

Program Evaluation

The second part of this workshop featured Larry Lezotte of Michigan State University's College of Education who addressed the issue of "Building-Level Program Evaluation Strategies." Lezotte's presentation centered around two major themes: 1) in the final analysis, the individual school principal is held responsible for the effectiveness, or lack of effectiveness, of individual teachers and the curriculum within his/her building and, 2) the development and implementation of a building-level program evaluation system can be a valuable asset to the principal by providing data which will lead to better decision-making. Lezotte made it clear that these two statements include many complex and controversial issues and could not be easily and quickly be discussed in any detail. His primary efforts during this session were to articulate his rationale for believing their validity and suggest some strategies that building principals could use if they were interested in implementing a building level evaluation system.

Role and Responsibility of the Principal in Context

It was pointed out that many of the local school district policies defining the authority and responsibility of the principal are not precise. Duties are complex and at times contradictory. Principals in many cases are perceived as being a combination leader, manager, counselor, evaluator, disciplinarian and public relations specialist. Lezotte, in his research, has found that the majority of the principal's time is devoted to those aspects of the job which are necessary to "keep the lid on." As a result, the role of the principal as instructional leader has not been emphasized even though the building principal is still held accountable for the buildings' instructional effectiveness.

This observation, Lezotte explained, is even more important when one looks at the available research evidence which supports the view that students' academic performance seems to be directly related to the principal's effectiveness as an instructional leader. A program evaluation model was presented. Such a model, it was explained, will prove useful to building principals as they function as instructional leaders in their respective settings. It is Lezotte's belief that such a model can be developed and maintained by most building principals without additional resources. An initial commitment of time and energy would be needed to "get started," but it should be maintained fairly easily.

Before describing the model, Lezotte provided a word of reassurance to our participants. "Contrary to common perception, program evaluation does not necessarily imply complex and sophisticated statistical procedures. On the contrary, a program evaluation system can be fairly simple and straightforward."

He defined a program evaluation system as an information system which routinely collects and reports information seen as useful to the decision maker(s) responsible for the programs. In the case of schools and principals, such a system includes information elements which reflect the goals and priorities of the school program. The elements need be only as complex and sophisticated as necessary to describe the extent to which goals, objectives and program priorities are being realized.

Before presenting the model, the following assumptions were stated.

1. All programs operating in an individual school are intended to contribute to the level of satisfaction within the school and to the level of productivity of the school.
2. Each program can be described in terms of its intents relative to satisfaction or production. Usually such intents are reflected in statements of program goals or objectives.
3. The program intents (satisfaction or production) can be operationally defined in such a way that they can be used to make judgements about the extent to which stated intents are being realized.

Examples:

> Productions -- The school may select a reading program because the staff believes this program will serve to get students to read at grade level. A testing program would represent one indicator of the extent to which this program is achieving this goal.
>
> Satisfaction -- The school may establish a resource center in which students can freely choose activities which are of interest to them. Information regarding the extent to which all students use the resource room may constitute useful evidence about its effectiveness.

If we can assume then that principals, in cooperation with staff, could identify the productivity and satisfaction intents of the programs, then we have the basis for a building-level evaluation system.

A second dimension of a program evaluation system would include information about the dimension of programs that principals may be expected to be called "to accounts." There are four general areas which must be considered: 1) resources, 2) materials, 3) deeds and, 4) results. The principal must be able to provide evidence of the following sort:

1. Resources -- Describe how available resources are allocated and used.
2. Materials -- Insure that available personnel and instructional materials are being distributed equitably.
3. Deeds -- Insure that the principal, staff and students are operating with normative constraints of interpersonal interaction.
4. Results -- Explain the outcomes, or lack of outcomes, that are found to exist as indicators of the schools instructional productivity.

Conclusion

Presentations on teacher interviewing techniques and program assessment proved to be worthwhile areas of discussion as the participants found each helpful in contributing to their professional growth. The participants expressed satisfaction about both sessions and felt that such exposure will definitely assist them in the areas of concern.

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CHAPTER NINE

LEGISLATION AND INNOVATION

Objectives

I. Curriculum and Instruction

  A. Human Skills

    1. Encourages staff suggestions and criticisms.

  B. Conceptual Skills

    1. Demonstrates knowledge of curriculum development in the full range of instructional areas.

    2. Demonstrates ability to assume the continuing and sequential planning, development and evaluation of programs.

    3. Demonstrates an understanding of strategies for initiating change.

    4. Evaluates new programs and practices and applies them to his/her building.

  C. Technical Skills

    1. Demonstrates skills in implementing new programs.

    2. Utilizes neighborhood, district and statewide resources in the implementation of the instructional program.

II. Planning and Organization

  A. Human Skills

    1. Demonstrates ability to gain active support of staff.

    2. Encourages staff suggestions.

    3. Demonstrates initiative and persistence in goal attainment.

  B. Conceptual Skills

    1. Has a clear understanding of limitations.

    2. Involves those persons who will implement the results of a decision in the making of a decision.

    3. Understands the relationship between needs, proposed actions, procedures and structures.

C. Technical Skills

1. Demonstrates ability to assess school/community wants and needs.

2. Demonstrates ability to set up new programs.

III. Public and Community Relations

A. Human Skills

1. Is able to get school and/or community groups to work together.

2. Is able to work with people who have different degrees of authority.

3. Has ability to understand and relate to people.

B. Conceptual Skills

1. Deals with different types of people in different situations.

2. Demonstrates ability to analyze and assess community power structure and leadership.

3. Demonstrates knowledge of how to effectively utilize community resources.

4. Demonstrates ability to design methods for community/school interaction.

IV. Supportive Services

A. Human Skills

1. Helps people bring to bear relevant information and helps them become aware of alternative behaviors.

Introduction

Michael Boulus, assistant director of the Elementary Principals' project, and Howard Hickey, project director, were the featured speakers at this workshop. Boulus, who also serves as a legislative consultant for the Middle Cities Education Association, addressed the group on "How To Affect Legislation Before It Affects You."

Legislation

Boulus expressed the need for educators to become more actively involved in the policy-making process at the "grass roots" level where the needs of children and the goals of education are best recognized and understood.

Boulus pointed out that the fault of our present system is that only a limited number of special interest groups know how to use the legislative/political process to achieve their goals. As community leaders, elementary principals need to better understand the legislative structure and process. There is a great need for an increase in general citizen impact on the decision-making process. He stressed that individual communication on specific legislative proposals does have an impact. And organized community groups can further multiply the impact of that individual effort.

Lobbying, Boulus stressed, has a vital function in the legislative system. It was pointed out that the most persuasive lobbying groups in our society -- labor unions, the oil industry, and the defense establishment -- learned long ago that the first "commandment" of a democratic society is to "know thy congress." These groups know how it works and how to make it work for them. In order for any person or group to develop necessary contacts and clout, they must first start with a basic understanding of the legislative process. Listed below are the other "commandments" presented at this session.

1. The policy-making process is a political one, influenced as much by what you can get as by what you want. To be more specific, politics is the art of compromise, i.e., the craft of fashioning different coalitions for each occasion.

2. The politicians' primary interest is serving their own constituencies and their regional, ethnic or economic interests.

3. Politicians, in general, are poorly informed on educational issues. They seldom take the trouble to master the complex issues we as educators have to deal with.

4. The basic desire of most legislators is to pass legislation. Legislators pass a law and proclaim a policy. Their typical response to solving problems is to "pass a law." But the problem is that educators can't count on these laws because in another year the legislature will have forgotten about last year's programs and passed on to new ones. Or else, legislators don't fund programs they've enacted, which leads us to the next point.

5. There is a significant difference between the authorization process and appropriation process. Members of the money committees know in advance that they "can't please everybody," and they don't try. They see themselves as "tough" while they view their colleagues on authorizations as "soft," particularly those who serve on the "do-gooder" liberal committees such as education.

6. Appropriation members like to say that they give dollars only to "proven" programs and would like to terminate bad programs. This is why educators have got to become more evaluation-oriented if they are going to maintain and expand programs. Legislators need to know and want to know what works and doesn't work; whether a program's objectives are being achieved and to what cost; whether one program is less effective than some other program; and what factors make for success or failure of a program. Local educators have a responsibility to demonstrate that they are aware of changes taking place in government and can take a stand in expressing their needs. In turn, legislators have the expertise in making the political process respond to those needs.

7. Most legislation is managed and directed by a handful of lawmakers and their staff (usually no more than five to fifteen.) Each issue is normally shaped and resolved in committees or sub-committees and later ratified by the full House and Senate. Each member has a few trusted friends with knowledge in some particular area. These trusted friends may be from his home town, members of the staff, lobbyists, or departmental officials.

8. The number one goal of all politicians is to get re-elected. Most members do not support ideas which they feel do not have or could not get general public support. Contrary to general opinion, legislators do read their mail and are sensitive to public opinion and the media.

9. From a different perspective, the ninth "commandment" is the Golden Rule which says: "He who has the gold has the rule." The most influential legislators are those who sit on the money committees. They control the purse strings and, consequently, the success or failure of legislatively mandated programs. Legislators generally throw their support, or at least are more sensitive, to those interest groups/individuals who financially support their efforts to get elected or re-elected every two or four years. Thus, those individuals and organizations that have the financial capabilities to support the candidates of their choice often find themselves in a much stronger bargaining position on legislative issues in which they have an interest.

10. The tenth and final "commandment" is: "You don't go to the poker table without chips to play with." More so than money, VOTES talk. Local building administrators need to do more to keep their community abreast of major educational issues and how they can have an impact on the decision-making process. This requires an understanding of the legislative structure and process, and an organized effort by citizens to effectively demand representation. Democracy presumes that public officials respond to the people who elected them. Too often, because of our negligence, the voice of the general public is heard only at election time. Keep in mind that "politics is too important to be left to the politicians."

Boulus provided each participant with a copy of "A Citizen's Guide To Lobbying," compiled by Michigan State Representative Perry Bullard. The major attempt of the guide is to provide some of the specific information one might need to get in touch with, as Rep. Bullard states, the "right people at the right time." Boulus concluded his presentation with a quote from Thomas Jefferson:

> "If once the people become inattentive to the public affairs you and I and Congress and assemblies and judges and governors shall all become wolves. It seems to be the law of our general nature, in spite of individual exceptions."

Innovation

Howard Hickey, in his presentation, addressed the area of innovation. He prefaced his presentation by pointing out that the Ford Foundation has been the largest single contributor, apart from governmental agencies, to educational innovation in the last twenty years. This money was used primarily to test new ideas. The Ford Foundation was interested in looking at their ability to measure successful innovations. It was felt that if an innovation was good in one setting, it should be able to be transferred to another setting. This, to them, constituted success. Unfortunately, only 8 percent of the time did they find themselves successful, given their definition of success.

Hickey feels that we, as educators in general, have programmed ourselves for failure.

He discussed the phenomenon of "education lag," which he defined as that period of time between when we perceive what is a "best practice" up until the time it becomes "usual practice." For example, firmly instituting drivers' education in the schools took at least seventeen years. Innovation, then, is what takes place between "best practice" and "usual practice."

As a process, innovation does not take place rapidly. Hickey pointed out that a common fallacy many people hold about innovation is that giving people knowledge will change their behavior. This, he feels, is not true.

Smokers, for example, know smoking is bad but continue to smoke. People, Hickey stressed, are hard to change. "We all commit ourselves to a certain attitude and it is difficult for someone to change us." He related this to the schools, which, in essence, attempt to change students, although it is very difficult to provide experiences that will change students' attitudes, values and beliefs. Good teachers can, however, positively influence students' behavior.

Reference was made to several researchers in the area of innovation. Rogers (1971) documented experiences with the Peace Corps, which attempted to teach life skills to help people save their own lives. Simply providing information seldom produced desired changes. Hickey pointed out that innovation can work in two ways, that is, a bad thing as well as a good thing can be innovated.

Rogers (1971) identified five adopter categories. The first type he calls "innovators," which makes up 2.5 percent of the population. Innovators are described as venturesome and eager to try new ideas. Innovators will jump on an idea and envision a blue print even before the idea is well thought out. They do not care if an idea fails. The second classification is early adopters (or path finders). This group makes up 13.5 percent of the population. They let the innovators start the idea and they pick up on it. These are usually already successful people. Many of the high risk modern math advocates would fall into this group. The third type is the early majority, which makes up 34 percent of the population. These he described as the "show me, prove it to me, give me an example" group. This group has to be able to see the worth of something before engaging in it. It is the early majority people and early adopter, Hickey suggests, that the participants should work with in their buildings.

The fourth group is called the "late majority," which makes up 34 percent of the population. These people are described as the good faith people who provide stability in an organization. "They have to know that a person just like themselves can complete a given task." These people are convinced in groups; they are hard to convince alone. Late majority people are influenced by the early majority who are influenced by early adopters. The last and final type is the "laggards" -- approximately 16 percent of the population. These are the people who take up all of your time. They are your "yeah, but" people. This type is very hard to change, in fact almost impossible. Rogers goes so far as to suggest that attempts should not be made to change their minds as they will prove ineffective.

It has been found that early adopters ranked first in terms of opinion leadership; early majority ranked second; late majority third; innovators fourth and laggards last. The early adopters are the ones Hickey urged the participants to work with.

An important fact regarding innovation is that it cannot be mandated, it has to occur on a voluntary basis. Hickey, in making reference to this particular workshop, stated that a one weekend per month workshop will not change people. In order to effect innovation, or just plain change, activities must be done regularly on an intensive basis and with an intact group, that is, people who are going to have an impact on the change must be involved.

Reference was made to Bentzen (1974), Changing Schools: The Magic Feather Principle. She states that when people believe something will happen or change, it does. She states that a principal can prevent change from occurring but he/she cannot make it happen. An intact group must also be large enough to create change. It was stressed that the workshop participants, as principals, must provide teachers with support to succeed.

Hickey concluded with several ways the participants can effect change in their buildings:

1. Establish an environment conducive to openness and do not depend on mandated change.
2. Provide intensive amounts of time for teachers and do not look for startling change.
3. Manipulate a goodie (reward) system, e.g., sending teachers to conferences; quick processing of supplies, etc.
4. Provide these people with the necessary emotional support. Giving teachers recognition does not require additional funding.

This session was the last official workshop for the participants. On the second day of this final workshop, participants were asked to share their views, concerns and overall assessment of all the sessions. This information will assist toward more effective planning of next year's (1979) workshop for the Middle Cities school districts.

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CHAPTER TEN

EVALUATION, CONCLUSIONS AND RECOMMENDATIONS

The training program being evaluated consisted of a series of presentations and activities designed to train elementary school principals in order to increase their understanding of and active participation in community education. The training activities were designed to focus on a variety of daily management skills and job related problems which would enable the participating principals to better understand and practice community education. The activities were interdisciplinary in nature and were designed to conceptually integrate the school, family and community systems. "Linkage specialists" were utilized in the training to facilitate this integration process. The program participants were elementary school principals from various Michigan Middle Cities school districts. Each participant was expected to attend a total of twenty different training sessions beginning in October, 1977 and ending in May, 1978.

Evaluation Report

This evaluation report contains an analysis and summary of information received from the program participants prior to and at the conclusion of the year-long program. Several different types of evaluation strategies were utilized. The questionnaires that were distributed at the beginning of the training program were designed to assess, 1) the participants' knowledge and skill levels, 2) their expectations and 3) their perceptions of community education concepts. The questionnaires distributed at the end of the program were disigned to solicit evaluative comments about the total program, the individual training elements and whether participants had broadened their understanding of what community education is all about.

In addition to these questionnaires, a pre- and post-test instrument was completed by the supervisor of each participant in his/her respective school district. The supervisors' questionnaire was designed to give an indication of perceived changes in the individual participants' skill levels as a result of their involvement in the training program.

The various evaluation strategies were developed and distributed by the program staff. The completed questionnaires and other evaluative instruments were made available to an outside evaluator -- Dr. Larry Lezotte, professor of educational psychology and urban studies -- whose report, as written, appears below. The evaluation report will be utilized by the project staff to plan the training program which will be available to a second group of school administrators during the 1978-79 school year.

Assessment Instrument

The project staff developed an assessment instrument which was administered to the participants and their supervisors prior to and at the conclusion of the program. (See Appendix C.) The assessment instrument required program participants and supervisors to indicate their perceptions of the importance of as well as the participants' competencies in six areas: 1) Personnel Management, 2) Curriculum and Instruction, 3) Planning and Organization, 4) Finance and Budgeting, 5) Public/Community Relations, and 6) Supportive Services.

The assessment instrument was designed in such a way that the respondents were asked to react to each area on a five point scale with five indicating either an area of perceived importance or an area in which the participant was extremely competend.

Table 1 contains a summary of the participants' self assessment and the supervisors' assessments on both the pre- and post-questionnaire. Table 1 contains the average change that was observed from the pre- to post-assessment in all six areas for the total group of principals.

Table 1

Summary
Assessment Instrument*
(Average Scores Across Participants and Items)

	Participant					
	Importance			Competency		
	Pre	Post	Change	Pre	Post	Change
1. Personnel Management	4.30	4.68	+.38	3.27	3.48	+.21
2. Curriculum Instruction	4.09	4.64	+.55	3.22	3.53	+.31
3. Planning/Organization	4.32	4.74	+.42	3.31	3.52	+.21
4. Finance/Budget	4.26	4.65	+.39	3.26	3.52	+.26
5. Public/Community Relations	4.47	4.82	+.35	3.47	3.69	+.22
6. Supportive Services	4.60	4.84	+.24	3.57	3.61	+.04
			X=+.38			X=+.20

	Supervisor					
	Importance			Competency		
	Pre	Post	Change	Pre	Post	Change
1. Personnel Management	4.25	4.46	+.21	3.24	3.39	+.15
2. Curriculum Instruction	4.22	4.30	+.08	3.30	3.36	+.06
3. Planning/Organization	4.21	4.22	+.01	3.30	3.34	+.04
4. Finance/Budget	3.91	4.01	+.10	3.34	3.43	+.09
5. Public/Community Relations	4.35	4.31	-.04	3.45	3.59	+.14
6. Supportive Services	4.56	4.44	-.12	3.46	3.52	+.06
			X=+.04			X=+.09

*Scale Key:

5 = High Importance	5 = Outstanding Competence
4 = Above Ave. Importance	4 = Above Average Competence
3 = Average	3 = Average
2 = Below Ave. Importance	2 = Below Average Competence
1 = Low Importance	1 = Low level of Competence

Examination of Table 1 reveals the following:

1. Both participants and supervisors indicated that all six areas were perceived as important competencies for principals.
2. Both participants and supervisors indicated that the participants level of competency in the six areas was average to above average prior to the beginning of the program.
3. The program participants, on the average, indicated that their skill level in each of the six areas had increased as a result of their participation in the training program.
4. The supervisors, on the average, indicated that the skill level of the participants in each of the six areas had increased as a result of their participation in the training program.
5. On the average, the participants' perceived increase in competency in the various areas was greater than their supervisors' perceptions of their increased competencies.

Post Program Evaluation Form

The project staff developed an evaluation form which was completed by all participants at the conclusion of the training program. (See Appendix E.) The evaluation form consisted of sixteen open-ended and check-list type questions. The participants' responses were coded and analyzed. The following section contains a summary of these responses.

1. Rank the top three sessions and resource specialists and why they were beneficial to you.

   The participants indicated that three presentations were clearly perceived as the most useful. The three sessions in order of their ratings were, 1) The Interpersonal Process Recall (IPR), presentor Norm Kagan; 2) Corrective Discipline, presentors Lou Crew, Bill Nunez and Tom Everitt; and 3) Interviewing Techniques, presentor George DePillo.

   While the three sessions mentioned above were clearly perceived as the most useful, other sessions receiving some recognition were:

1) Educational Planning and Needs Assessment at the Building Level, presentors Richard Benjamin, Richard Featherstone and Gary Wegenke; 2) Flint Community Education Model, presentors Pete Clancy, Jack Hudson and Ginger Edwards; 3) Improved Instruction through Staff Evaluation, presentors Lou Crew, Bill Nunez and Tom Everett; 4) Building Level Strategies for Program Evaluation, presentor Larry Lezotte.

The sessions judged most useful were those that the participants believed were practical and could be immediately applied in their individual settings. The same sessions also included a relatively high level of active participation by the principals during the presentation itself.

2. Which sessions would you drop if we had to reduce the number of programs from 10 to 7? Please give your reasons why.

The respondents generally agreed that two presentations, 1) The Family and Community Structure, presentors Norma Bobbitt, Sharon Anderson, Beatrice Paolucci and Ginger Edwards, and 2) Mobilizing Community Resources, presentors Dorothy Blum, Connie Mead and Jeff Case should be either restructured or deleted. The respondents' reasons for their choices suggested that these sessions did not contain new or practically applicable information.

The Saginaw Model for Planning and Budgeting, presentors Don Steele, Jan Konzak and Richard Benjamin was also judged to be of limited value but for a somewhat different reason. The participants indicated that they had either adopted zero based budgeting or had considered it and rejected it and, therefore, this session was of limited value.

In response to this question, many respondents suggested that rather than delete any sessions totally, thought should be given to restructuring those sessions and rethinking the overall sequence of the total set of presentations.

3. What topics would you add next year if we expanded from ten to thirteen? Once again be specific as to why.

The respondents offered a variety of suggestions for additional programs. Several respondents suggested the following topics, 1) Elementary School Curriculum, 2) Relationships with Bargaining Units especially Teachers, 3) Program Evaluation, and 4) More opportunity for participants to share experiences with one another. Other suggestions included, 1) Supervising Professional Personnel, 2) School Law and the Elementary Principal, and 3) Alternatives to School Closing.

4. and 6. In your opinion, were the sessions too structured or too loose? How would you do it differently? Do you feel the size of the group (20-30) was too large or too small?

The participants' responses to questions four and six can be summarized together because the responses were uniformly positive and interrelated. The respondents indicated that they felt the group size was about right. They also reacted positively to the level of structure of the program and individual sessions. Participants were comfortable with the degree of flexibility that was present thus allowing for discussion and reactions to the presentations.

5. Please comment on the structure and format of the agenda. Did you prefer the Thursday p.m. - Saturday noon format (used in October and November) or the Friday noon - Saturday p.m. format? Was the length of the program too long? How would you do it differently?

Seven of the respondents expressed a preference for the Thursday-Saturday format, while twelve respondents preferred the Friday-Saturday format. In addition, many respondents indicated that being away from work and the family created some conflict. However, no clear alternatives were suggested and, in the final analysis, the program was worthwhile enough to offset these conflicts.

7. Should we have been more strict with regard to attendance? (i.e., report participation back to participants, supervisor, etc.)

The majority of respondents, thirteen, were not in favor of more strict attendance rules since they would serve no useful purpose. However, seven of the respondents indicated that some attendance requirements should be considered so as to enhance the cohesiveness of the group and maintain full participation in disussions, etc.

8. Were the homework assignments useful? Should we have been more persistent in demanding all assignments be completed? Should we have a different policy for those participants taking the course for credit? Do you have any suggestions for improving the type and quality of assignments?

The overwhelming majority of participants indicated that they felt the homework assignments were useful. A few respondents felt that more follow-up on the homework assignments would add to their usefulness. In addition, some participants felt that those enrolled for credit should be expected to complete different or additional assignments. Finally, a few respondents felt that some homework assignments lacked relevancy to the overall program and these assignments should be deleted or redesigned.

8. Please discuss your impressions of the staff and their role in the program.

The respondents were unanimous in their view that the staff was excellent. They noted the staff's ability to function as a team. They expressed appreciation for the amount of time and effort the staff gave to the planning and implementation of the program. Many respondents indicated that the staff's communication with the participants was excellent.

9. How frequent were your discussions with your supervisor(s) relative to this program? Characterize the nature and number of discussions you had this year with your supervisor(s) compared to previous years.

The respondents' reactions to this question revealed no clear pattern. The reported extent of information sharing with supervisors ranged from almost none to extensive discussions of each session. The participants' comments suggested that the pattern of discussions reflected the normal pattern previously established with the supervisor. The respondents indicated that participation in the training program did not alter the number or level of discussions with their supervisors.

10. How often did you share ideas and experiences with your colleagues and staff? Be specific as to what you shared. Were there a couple of programs that generated more discussion than others?

The respondents reported a wide range of the level of interactions with staff and colleagues. While the majority of respondents reported sharing ideas and experiences frequently, a few also indicated little or no sharing had occurred. Regularly scheduled staff meetings seemed to be the most common setting in which the sharing occurred. A few individuals indicated that they were routinely afforded "agenda time" to discuss the program sessions.

The Interpersonal Process Recall session of Professor Kagan's was cited as the single session receiving, by far, the most discussion in the work settings.

11. Please describe what effect this year-long program has had on your life outside the workshops. Have you improved as a building administrator? Have you implememted any ideas, activities, or experiences, in your building and/or district? Please include any written information regarding programs, policies, procedures, -- public relations or otherwise -- that have occurred (directly or indirectly) as a result of your participation this year in the program.

Without exception, each participant indicated that he/she had experienced personal and professional growth as a result of his/her participation in the year-long program. The specific nature of this growth varied across participants. Some individuals noted changes in their educational philosophy while others indicated an increased knowledge base relative to how to plan and implement community education programs.

The following list of specific examples serves to further illustrate the type and magnitude of change reported.

1. "I extended myself throughout the community by becoming a member of a community task force, joining a local businessmen's association," etc.
2. "I became more sensitive to the complex needs of my community and I have begun to identify community resources appropriate to address these needs."
3. "I have combined the PTA Board and School Community Council into one good working group."
4. "I have done the groundwork for setting up a community council at my school for next year."
5. "I have a much greater insight into the kinds of activities, programs and problems that exist in school districts such as mine."
6. "I have begun to develop better long-range program goals with management objectives that include an evaluation process for continuous monitoring."
7. "I have strengthened my parent volunteer groups in my school and we have had many more parent involvement programs this year."

In addition to these specific examples, the respondents all shared the belief that the program served to increase their awareness and commitment to community and quality education. Nearly every participant expressed optimism that experiences gained throughout the year-long program will become a part of their mode of operating. All were optimistic that change would be forthcoming in their schools and that the changes would be linked to the program experiences.

12. Have you broadened your understanding of what community education is all about as a result of your participation in this program? What are some of the major road-blocks (both attitudinal and administrative) toward implementing a more comprehensive community education program within your building/district? Have you become more sensitive towards the concepts of community education and your role in becoming a community/school administrator?

Each respondent indicated that he/she had a better understanding of community education as a result of his/her participation in the program. Some indicated that they felt they entered the program "well versed" in community education but left the program with a deeper and broader understanding of the concept. A few respondents indicated that they began the program believing that community education was synonymous with "adult education" but the program changed that view. Many respondents indicated that they were leaving the program much more enthusiastic about community education.

The respondents listed a number of impediments they face in attempting to implement community education in their districts and schools. The following impediments were cited in descending order of frequency:

1. Lack of financial resources.
2. Lack of commitment on the part of policy makers and top level administrative staff.
3. Lack of support and cooperation from teachers and teacher organizations.
4. Busing programs make it difficult to involve parents.

5. District goals and priorities tend to be in conflict with the concept of community education.

6. General resistance to change which seems to arise whenever a new program is considered.

13. Contrast your feelings coming into the program and your feelings as you leave the program.

The majority of respondents indicated that they entered the programs somewhat apprenhensively because 1) it required a lot of time away from work and family, 2) they were unsure about their ability to contribute and 3) unsure that community education was worthwhile or attainable in their school.

Regardless of whether they entered the program enthusiastically or apprenhensively, all indicated that the program was worthwhile to them. The specific areas of growth included, 1) skills which will improve their administrative effectiveness, 2) a better understanding of and increased commitment to the community education concept, 3) a realization of the major problems and issues facing principals, 4) a reassurance that a principal's problems are shared by others from different districts, communities, etc.

14. If a prospective candidate for next year's program came to ask you about your experiences in this year's program, what would you tell him/her?

All respondents indicated that without reservation, they would recommend the program to a prospective candidate. Specific comments included:

1. The program is well worth the time it requires.
2. The participants were competent, interesting and dedicated principals who learned from each other as well as the presentations.
3. The program offers an excellent chance for professional growth and insight into community education.
4. The program was an excellent experience and you will come out with a vast background of useful information.
5. The program provides an opportunity to explore new ideas in Community Education programs.

In summary, participants were unanimous in the view that they would strongly recommend the program. The specific reasons for their support varied somewhat depending on which aspects of the program the individual participant found personally most meaningful.

16. Please indicate the sessions you attended during the year.

The year-long program included a total of twenty sessions. The average attendance rate across all twenty sessions was 84 percent which is high considering the participants were full-time professionals, the distances traveled, and the family situations. However, the 84 percent attendance rate is really misrepresentative because two sessions occurred at the same time the state experienced blizzards this past winter. If these two sessions were removed from the calculations, the average attendance would be well above 90 percent.

17. To help us summarize your feedback about your experiences in this workshop, the following scales have been devised. Please circle

the number on each scale which best indicates the level of your experiences over the year.

1 2 3 4 5

1.	Bored: no personal involvement	Average = 4.5	Highly involved with content and experiences
2.	Content had no personal relevance to me	Average = 4.6	Content highly stimulating and relevant to me
3.	Felt highly threatened and anxious during the program	Average = 4.5	Felt completely at ease and comfortable during the program
4.	Confused about concepts presented	Average = 4.4	Understood concepts and how to implement them
5.	Ideas and experiences are likely to have no effect on my life outside the program	Average = 4.4	Ideas and experiences are likely to have an effect on my life outside the program

An examination of the average responses given to the various scales clearly indicates that the participants were uniformly positive in their summary evaluations of the program. These data seem to cross validate the responses provided in other sections of the questionnaire.

Small Group Evaluation

In addition to the evaluation questionnaire completed by the individual respondents, an evaluative de-briefing session was conducted at the conclusion of the program. The project staff chose this format on the assumption that the participants, through interaction, would identify additional issues, concerns, problems, etc., which might not have been apparent on the individual questionnaires.

The small groups were asked to address four questions:

1. What are the strengths of the program?
2. What are the weaknesses of the programs?

3. If you were asked by a fellow principal to describe the program in a paragraph, how would you describe it?

4. What could have been done to broaden your understanding of Community Education?

The responses offered by the participants have been summarized and are presented below.

1. What are the strengths of the program?

    1) Staff (immediate).
    2) Resource people (consultants).
    3) Participants had similar needs.
    4) Issues were timely.
    5) Interaction (group rapport).
    6) Delivery system (well organized).
    7) Handouts excellent for future reference.
    8) Excellent facilities (change of scenery pleasant).

2. What are the weaknesses of the program?

    1) Application of some of the programs to Community Education (more in educational research).
    2) Some homework seemed like busy-work (never any follow-up on assignments).
    3) More time needed for follow-up (formal group interaction).
    4) Lack of group input into resource personnel selection and topics.
    5) Lack of continuity and proper sequence of topics discussed.
    6) Friday evening (6-9 p.m.) not very productive (tired, inattentive at this point).
    7) Longer sessions for IPR, Interviewing Techniques and Corrective Discipline.
    8) Begin sessions in the morning.
    9) Program should be at least two years.

3. If you were asked by a fellow principal to describe the program in a paragraph, how would you describe it?

    It is a management training course involving budgeting, evaluating, interviewing, etc. It is practical, informal, with wide variety of presentations, an opportunity to interact with peers from various situations. The program is designed to improve management skills. It will expand your perspective about Community Education, as well as stimulate your thinking. The program is supportive to the participant as an individual.

4. What could we have done to broaden your understanding of community education?

   1) Question -- take apart -- put back together (tie in Community Education with each session. The effect of Community Education on instruction, if any).
   2) More time needed to discuss Community Education as a Process.
   3) Would like a chance to participate in an on-going program.
   4) Need more time to develop a needs assessment tool for own community.

Definitions of Community Education

As part of the total evaluation strategy for the program, the program staff asked each participant to develop his/her definition of the term "Community Education." The first definition was written by each respondent at the initial session of the program. A second definition was solicited at the concluding session. A content analysis was conducted of each person's two definitions. The purpose of the analysis was to determine what, if any, definitional changes occurred as a result of participating in the year-long program.

The analysis of the definitions of "Community Education" generated at the two points in time lead to the following general conclusions:

1. Substantial differences in the definitions generated prior to the program were obvious. Some participants seemed to have a rather sophisticated understanding of the term, while others were much more general and vague.

2. A number of characteristics appeared in the definitions given at the conclusion of the program which were not present in the earlier statements.

- Many more respondents noted that community education is for all members of the community and not limited to elementary aged students.

- Many more respondents noted that community education emanates from community needs and utilizes available community resources.

- Many more respondents recognized the necessity for inter-agency, inter-institutional cooperation as an essential aspect of community education.

- Many more respondents indicated that school should serve as the focal point for community education programs.

- Many more respondents indicated that the principals have a central role to play in providing leadership in community education.

- Many more respondents acknowledged the diversity of community needs and groups which must be considered in a responsive community education program.

3. The definitions of community education offered at the conclusion of the program, while still reflecting differences in emphasis, etc., were much more uniform, especially in those areas judged essential to community education. Furthermore, contents, concepts and ideas presented throughout the program were often reflected in the definitions offered, thus providing additional evidence that the participants, in fact, were able to integrate aspects of the program into their personal orientations to community education.

Summary and Recommendations

The purpose of this evaluation is, 1) to determine the program effects (strengths and weaknesses) as perceived by participants, and 2) to make suggestions as to how the program might be altered in the future to improve its overall effectiveness. This section summarizes the generalizations that can be drawn from the diverse data sources and includes recommendations which seem appropriate. This section will be organized around six areas:

1. Program structure
2. Program staff
3. Program contents
4. Program articulation with school districts
5. Focus on Community Education
6. Program evaluation

1. Program Structure The program participants were satisfied with the overall structure of the program. While some concern was expressed about the amount of time taken away from work and family, the participants offered no viable alternative and, in fact, concluded that the value of the program justified the time devoted to it. The majority of participants favored the Friday-Saturday format.

The size and composition of the group was perceived as a positive feature of the program. The attendance was outstanding and most of the individual sessions were well-structured. Some thought should be given to the outside assignments, as some assignments were not seen as relevant and often no follow-up on assignments occurred.

Recommendation 1 The basic structure of the training program should be retained without modification.

2. Program Staff Without exception, the program participants were extremely satisfied with the staff. They perceived the staff as knowledgeable, well organized, energetic and concerned. The participants expressed the view that the staff had a tremendous positive influence on the group. Their warm, openness and congenial manner served to facilitate the cohesiveness among the participants.

Recommendation 2 The program staff should be retained and continue to function as a team.

3. Program Contents In general, the participants were satisfied with the individual presentations. While the participants differed in their enthusiasm for the various sessions, few participants indicated the sessions should be totally deleted. However, some comments reflected by the principals deserve further consideration. For example, some participants suggested that the sequencing of the individual sessions should be reconsidered. Apparently, some felt that related sessions should be placed together rather than at different times in the program. Some participants felt that a more in-depth treatment of some topics would be useful. However, no clear indication of which sessions should receive in-depth discussion emerged.

Recommendation 3 Since some program participants felt that aspects of the program content should be reexamined, the following recommendation is made. The program staff should select a small number of participants, three or four, and together carefully review the contents and sequence of activities and, where feasible, the group's recommendations should be used to guide the scheduling.

4. Program Articulation with School Districts The participants indicated that their interactions with their supervisors were relatively unaffected by the program. To the extent that the program could be strengthened by a closer articulation with school districts such strategies should be considered.

A second observation emerged from the participants' responses. They indicated a desire to have some follow-up and follow-through in the next year. Many believed that the problems they would likely encounter as they moved toward implementation of the concepts could be facilitated by the continuous involvement.

Recommendation 4 The program staff should explore strategies which could be implemented to insure that principals and their supervisors interact on a regular and in-depth basis. Perhaps the supervisors could be invited to participate in the program once or twice throughout the year.

Recommendation 5 The program staff should develop a method that will insure a continuous relationship between the program and the participants after the program has been completed. Some of the first year principal's might be asked to develop presentations for the second year group. The presentations could focus on the participants' efforts to implement concepts learned in the program, especially programs designed to implement community education.

5. Community Education The participants felt that their knowledge of and commitment to community education was increased significantly by the program. The participants offered a variety of suggestions which provide the basis for the following recommendations.

Recommendation 6 The program staff and individual presentors should strive to relate each session to the community education concept.

Recommendation 7 The program participants should have an opportunity to observe community education programs in operation. The staff should select a variety of program models and a diverse set of sites.

Recommendation 8 The program content should give more attention to the impediments known to exist in implementing community education programs. The program should suggest strategies for overcoming these impediments. Special consideration should be given to the role of policy makers, central administrators and teacher organizations in implementing community education programs.

6. Program Evaluation The evaluation report is based primarily on the self-reports of the participants. The feedback received seems to be highly informative. As the program continues through the second or even subsequent cycles, continuous monitoring and evaluation would further strengthen it.

Recommendation 9 The program staff should consult with an evaluator as they plan the 1978-79 program. The program staff should consider augmenting the participants' self-report data with additional information gathered through interviews, observations, etc. Such information would prove to be especially useful if the participants seriously attempt to develop and implement a community education program in their school.

APPENDICES

APPENDIX A

PARTICIPATING ELEMENTARY PRINCIPALS IN 1977-78 TRAINING PROGRAM

Duane R. Brown
Flint Public Schools
Flint, Michigan

Farris S. Coppage, Jr.
Tomlinson Elementary School
Jackson Public Schools
Jackson, Michigan

Zoetta Davis
Houghton School
Saginaw Public Schools
Saginaw, Michigan

Lawrence Green
Jackson Public Schools
Jackson, Michigan

Shirley E. Gregory
Kalamazoo Public Schools
Kalamazoo, Michigan

Andres Gutierrez
Lansing Public Schools
Lansing, Michigan

Clement L. Kaye
Bay City Public Schools
Bay City, Michigan

George E. Loder
Morton School
Benton Harbor Public Schools
Benton Harbor, Michigan

Richard A. Luczak
Longfellow School
Saginaw Public Schools
Saginaw, Michigan

Harry Mial
Ann Arbor Public Schools
Ann Arbor, Michigan

Ronald F. Miller
Kalamazoo Public Schools
Kalamazoo, Michigan

Richard Mrozinski
Bay City Public Schools
Bay City, Michigan

Deborah J. Patton
Sheldon Elementary School
Grand Rapids Public Schools
Grand Rapids, Michigan

Frank D. Perry
Longview Elementary School
Midland Public Schools
Midland, Michigan

Margaret M. Pyciak
Jackson Public Schools
Jackson, Michigan

Thomas C. Sanglier
Cody Elementary School
Flint Public Schools
Flint, Michigan

Richard J. Sass
Franklin Elementary School
Battle Creek Public Schools
Battle Creek, Michigan

Herbert F. Scogg
Plymouth Elementary School
Midland Public Schools
Midland, Michigan

Margaret E. Skidmore
Roosevelt Elementary School
Battle Creek Public Schools
Battle Creek, Michigan

Patricia W. Stetler
Woodcrest Elementary School
Midland Public Schools
Midland, Michigan

Arnold J. Stucky
Lincoln Elementary School
Battle Creek Public Schools
Battle Creek, Michigan

Participating Elementary Principals in 1977-78 Training Program, continued

James L. Sypniewski
Grand Rapids Public Schools
Grand Rapids, Michigan

Sara A. Thompson
Longfellow Elementary School
Jackson Public Schools
Jackson, Michigan

Cathernmae M. Waldron
Bay City Public Schools
Bay City, Michigan

T. C. Wallace
Sterne Brinson Elementary School
Benton Harbor Public Schools
Benton Harbor, Michigan

Lawrence V. Wells
Benton Harbor Public Schools
Benton Harbor, Michigan

APPENDIX B

College of Education

COMMUNITY EDUCATION INSERVICE TRAINING PROGRAM

MICHIGAN STATE UNIVERSITY

APPLICATION FORM

BIOGRAPHICAL DATA

NAME ____
first middle last

HOME ADDRESS ____
street city state zip

HOME TELEPHONE ____________________ SOCIAL SECURITY NUMBER ________ ______ ______
area code

NAME OF ORGANIZATION OR INSTITUTION ____

PROFESSIONAL TITLE ____

ADDRESS OF ORGANIZATION ____
street city state zip

OFFICE TELEPHONE NUMBER ________________ ________
area code ext.

EDUCATION (Please give most recent institution first)

DATES OF ATTENDANCE		UNIVERSITIES & COLLEGES	LOCATION	MAJOR FIELD	DEGREES RECEIVED	DATE	DEGREES ANTICIPATED	DATES
FROM	TO							

NAME

EMPLOYMENT EXPERIENCE (Please give *most recent* position first)

YOUR TITLE
DATES OF EMPLOYMENT
NAME AND ADDRESS OF EMPLOYER

NAME OF IMMEDIATE SUPERVISOR

NUMBER AND KIND OF EMPLOYEES YOU SUPERVISED

DESCRIPTION OF DUTIES AND ACCOMPLISHMENTS IN YOUR WORK

YOUR TITLE
DATES OF EMPLOYMENT
NAME AND ADDRESS OF EMPLOYER

NAME OF IMMEDIATE SUPERVISOR

NUMBER AND KIND OF EMPLOYEES YOU SUPERVISED

DESCRIPTION OF DUTIES AND ACCOMPLISHMENTS IN YOUR WORK

YOUR TITLE
DATES OF EMPLOYMENT
NAME AND ADDRESS OF EMPLOYER

NAME OF IMMEDIATE SUPERVISOR

NUMBER AND KIND OF EMPLOYEES YOU SUPERVISED

DESCRIPTION OF DUTIES AND ACCOMPLISHMENTS IN YOUR WORK

✓

NAME ______________________

LIST ANY PROFESSIONAL ASSOCIATIONS TO WHICH YOU BELONG.

LIST ANY PROFESSIONAL, CIVIC OR EDUCATIONAL ACHIEVEMENTS.

ARE YOU CURRENTLY ENROLLED IN AN ADVANCED DEGREE PROGRAM?

YES ____ NO _____ IF YES, WHERE? ______________________

DO YOU PLAN TO PURSUE A GRADUATE PROGRAM AT MSU?

YES ____ NO ____

TO COMPLETE YOUR APPLICATION, DISCUSS YOUR SHORT AND LONG-TERM GOALS AND HOW THE INSERVICE TRAINING PROGRAM COULD ADVANCE THEM. (Maximum one typed page)

SIGNATURE OF APPLICANT ______________________________ DATE____________

Please Send Applications to:

Mr. Michael Boulus
516 Erickson Hall
Michigan State University
East Lansing, MI 48824
(517) 355-1720

DEADLINE: FRIDAY, SEPTEMBER 2, 1977

APPENDIX C

PROGRAM ASSESSMENT MODEL: LIST OF MANAGEMENT COMPETENCIES

Individual Being Assessed

Name________________________

Position____________________

School District______________

Evaluator

____ Self

____ Supervisor

Name________________________

Position____________________

Date________________________

Priority Rating - Read the statement and rate how important you perceive each competency as it relates to the role of the elementary principal.

Effectiveness In Competency - Read the statement and rate the degree of proficiency the principal identified above now possesses in each of the particular competencies.

Priority Rating

PERSONNEL MANAGEMENT

Effectiveness In Competency

Low Importance		Average		High Importance	Personnel Management	Low			High
					A. Human Skills				
1	2	3	4	5	1. While leading a group, maintains a balanced concern for the task at hand and group morale.	1	2	3	4
1	2	3	4	5	2. Is able to get people to work together.	1	2	3	4
1	2	3	4	5	3. Recognizes the need for effective employee supervision without over-participation and intimidation.	1	2	3	4
1	2	3	4	5	4. Delegates responsibility.	1	2	3	4
1	2	3	4	5	5. Understands the dimensions of corrective and/or preventive discipline of employees.	1	2	3	4
1	2	3	4	5	6. Recognizes the need for identifying and gaining support of building and community leaders.	1	2	3	4

1 2 3 4 5	7.	Functions effectively under stress.	1 2 3 4
1 2 3 4 5	8.	Understands contract implementation and maintenance.	1 2 3 4
1 2 3 4 5	9.	Is able to resolve conflicts between groups/persons.	1 2 3 4
	B.	Conceptual Skills	
1 2 3 4 5	1.	Involves him/herself in the process of change.	1 2 3 4
1 2 3 4 5	2.	Clearly delineates expectations held for employees.	1 2 3 4
1 2 3 4 5	3.	Leads groups toward goal attainment.	1 2 3 4
1 2 3 4 5	4.	Utilizes staff in a manner designed to achieve maximum staff potential.	1 2 3 4
1 2 3 4 5	5.	Understands and has ability to analyze individual group dynamics.	1 2 3 4
1 2 3 4 5	6.	Leads staff toward an understanding of the legitimacy of the role of the principal.	1 2 3 4
	C.	Technical Skills	
1 2 3 4 5	1.	Implements an evaluative design which relates intentions, observations, standards, and judgements.	1 2 3 4
1 2 3 4 5	2.	Demonstrates effective interviewing techniques.	1 2 3 4
1 2 3 4 5	3.	Understands contract language and implications.	1 2 3 4
1 2 3 4 5	4.	Functions effectively under stress.	1 2 3 4
1 2 3 4 5	5.	Demonstrates decision-making skills that are based on accepted problem-solving techniques and are democratic in nature.	1 2 3 4
1 2 3 4 5	6.	Budgets time effectively to meet the managerial functions of a building administrator.	1 2 3 4

Priority Rating	CURRICULUM AND INSTRUCTION	Effectiveness In Competency
	Curriculum/Instruction	
	A. Human Skills	
1 2 3 4 5	1. Encourages staff suggestions and criticisms	1 2 3 4
1 2 3 4 5	2. Demonstrates a personal commitment to the education of each individual student in terms of learning capacity, style and rate.	1 2 3 4
	B. Conceptual Skills	
1 2 3 4 5	1. Demonstrates knowledge of curriculum development in the full range of instructional areas.	1 2 3 4
1 2 3 4 5	2. Demonstrates ability to assume the continuing and sequential planning, development and evaluation of programs.	1 2 3 4
1 2 3 4 5	3. Demonstrates an understanding of strategies for initiating change.	1 2 3 4
1 2 3 4 5	4. Evaluates new programs and practices and applies them to his/her building.	1 2 3 4
1 2 3 4 5	5. Recognizes the differences between good and bad instruction.	1 2 3 4
	C. Technical Skills	
1 2 3 4 5	1. Demonstrates skills in assessing programs.	1 2 3 4
1 2 3 4 5	2. Provides productive in-service programs and staff orientations.	1 2 3 4
1 2 3 4 5	3. Demonstrates skills in implementing new programs.	1 2 3 4

1 2 3 4 5	4. Demonstrates the ability to provide continuous and effective monitoring of school programs.	1 2 3 4
1 2 3 4 5	5. Utilizes neighborhood, district and statewide resources in the implementation of the instructional program.	1 2 3 4
1 2 3 4 5	6. Demonstrates an ability to interpret and use test results.	1 2 3 4

Priority Rating	PLANNING/ORGANIZATION	Effectiveness In Competency
	Planning and Organization	
	A. Human Skills	
1 2 3 4 5	1. Demonstrates ability to gain active support of staff.	1 2 3 4
1 2 3 4 5	2. Encourages staff suggestions.	1 2 3 4
1 2 3 4 5	3. Demonstrates initiative and persistence in goal attainment.	1 2 3 4
1 2 3 4 5	4. Delineates clearly the expectations held for individuals and/or groups.	1 2 3 4
	B. Conceptual Skills	
1 2 3 4 5	1. Diagnoses priority needs.	1 2 3 4
1 2 3 4 5	2. Develops both long and short term goals.	1 2 3 4
1 2 3 4 5	3. Has a clear understanding of limitations.	1 2 3 4
1 2 3 4 5	4. Involves those persons who will implement the results of a decision in the making of a decision.	1 2 3 4
1 2 3 4 5	5. Seeks additional information and evaluates alternate solutions to solve a problem.	1 2 3 4
1 2 3 4 5	6. Applies research to practical situations.	1 2 3 4

1 2 3 4 5	7. Understands the relationship between needs, proposed actions, procedures and structures.	1 2 3 4
	C. Technical Skills	
1 2 3 4 5	1. Demonstrates ability to assess school/community wants and needs.	1 2 3 4
1 2 3 4 5	2. Clearly identifies goals.	1 2 3 4
1 2 3 4 5	3. Demonstrates ability to set up new programs.	1 2 3 4
1 2 3 4 5	4. Demonstrates knowledge of local, state and federal funding sources.	1 2 3 4
1 2 3 4 5	5. Makes appropriate and efficient use of building facilities and grounds.	1 2 3 4

Priority Rating	FINANCE/BUDGET	Effectiveness In Competency
	Finance and Budget	
	A. Human Skills	
1 2 3 4 5	1. Knows how to gain support from staff and community in supporting school millage and fund raising activities.	1 2 3 4
1 2 3 4 5	2. Effectively involves groups in budget planning.	1 2 3 4
	B. Conceptual Skills	
1 2 3 4 5	1. Diagnoses priority needs.	1 2 3 4
1 2 3 4 5	2. Has a clear understanding of budget limitations.	1 2 3 4
1 2 3 4 5	3. Understands the dimensions of school finance.	1 2 3 4
	C. Technical Skills	
1 2 3 4 5	1. Demonstrates skills necessary to develop an adequate budget.	1 2 3 4

1 2 3 4 5	2. Knows how to budget funds.	1 2 3 4
1 2 3 4 5	3. Demonstrates skills needed to manage all phases of finance that relate to his/her building operation.	1 2 3 4
1 2 3 4 5	4. Has the ability to write proposals.	1 2 3 4
1 2 3 4 5	5. Demonstrates skills needed to organize a millage campaign at the building level.	1 2 3 4

Priority Rating	PUBLIC/COMMUNITY RELATIONS	Effectiveness In Competency
	Public and Community Relations	
	A. Human Skills	
1 2 3 4 5	1. Has a considerate and caring attitude toward others.	1 2 3 4
1 2 3 4 5	2. Supports an individual's need for personal development.	1 2 3 4
1 2 3 4 5	3. Is able to get school and/or community groups to work together.	1 2 3 4
1 2 3 4 5	4. Is able to work with people who have different degrees of authority.	1 2 3 4
1 2 3 4 5	5. Displays empathy and concern for others.	1 2 3 4
1 2 3 4 5	6. Fosters a trust and belief within the community.	1 2 3 4
1 2 3 4 5	7. Listens to people effectively.	1 2 3 4
1 2 3 4 5	[illegible] Has ability to understand and relate to people.	1 2 3 4
	B. Conceptual Skills	
1 2 3 4 5	1. Deals with different types of people in different situations.	1 2 3 4
1 2 3 4 5	2. Utilizes evaluative data to assess school/community needs.	1 2 3 4

1 2 3 4 5	3. Demonstrates ability to analyze and assess community power structure and leadership.	1 2 3 4
1 2 3 4 5	4. Demonstrates knowledge of how to effectively utilize community resources.	1 2 3 4
1 2 3 4 5	5. Demonstrates ability to design methods for community/school interaction.	1 2 3 4
	C. Technical Skills	
1 2 3 4 5	1. Speaks clearly in a language understandable by community.	1 2 3 4
1 2 3 4 5	2. Writes clearly.	1 2 3 4
1 2 3 4 5	3. Has ability to understand, relate and implement.	1 2 3 4
1 2 3 4 5	4. Effectively conducts meetings, hearings and planning sessions.	1 2 3 4
1 2 3 4 5	5. Demonstrates ability to assist in the development of mutual goals with other agencies and organizations.	1 2 3 4
1 2 3 4 5	6. Involves district's community relations department and media in school/community activities.	1 2 3 4

Priority Rating	SUPPORTIVE SERVICES	Effectiveness In Competency
	Supportive Services	
	A. Human Skills	
1 2 3 4 5	1. Understands the methods and dimensions for helping teachers gain insights into their own teaching styles.	1 2 3 4
1 2 3 4 5	2. Accurately understands and senses the needs of people.	1 2 3 4
1 2 3 4 5	3. Helps people bring to bear relevant information and helps them become aware of alternative behaviors.	1 2 3 4

	B. Conceptual Skills	
1 2 3 4 5	1. Understands and utilizes supportive services within the school system.	1 2 3 4
1 2 3 4 5	2. Assists teachers to gain insight into the individual learning needs of each student.	1 2 3 4
1 2 3 4 5	3. Works at removing road blocks for teachers.	1 2 3 4
	C. Technical Skills	
1 2 3 4 5	1. Communicates to teachers information concerning the problems of students in their classes.	1 2 3 4
1 2 3 4 5	2. Involves teachers in discussions with student supportive services and parents concerning the problems of students in their classes.	1 2 3 4
1 2 3 4 5	3. Provides special help and programs for those students who are not achieving at a functional level.	1 2 3 4
1 2 3 4 5	4. Knows how to generate and use data to promote personal growth.	1 2 3 4
1 2 3 4 5	5. Understands district goals, policies and priorities and how to effectively promote them.	1 2 3 4

APPENDIX D

TABLE 1

AVERAGE POPULATION PER HOUSEHOLD AND FAMILY*

(Number in Thousands)

	Total Households	Average Population Per Household			Total Families	Average Population Per Family		
		All Ages	Under 18 Years	18 Years & Over		All Ages	Under 18 Years	18 Years & Over
1950	43,554	3.37	1.06	2.31	39,303	3.54	1.17	2.37
1955	47,874	3.33	1.14	2.19	41,951	3.59	1.30	2.29
1960	52,799	3.33	1.21	2.12	45,111	3.67	1.41	2.26
1965	57,436	3.29	1.21	2.09	47,956	3.70	1.44	2.26
1970	63,401	3.14	1.09	2.05	51,586	3.58	1.34	2.25
1974	69,859	2.97	.96	2.00	55,053	3.44	1.21	2.23
1975	71,120	2.94	.93	2.01	55,712	3.42	1.18	2.23
1976	72,867	2.89	.89	2.00	56,245	3.39	1.15	2.23

Source: U.S. Bureau of Census, Current Population Reports, Series P-20

From 1950 to 1976, the average size of the household and of the family has been declining steadily. The average population per family was 3.39 in 1976; preliminary data from the Census Bureau for 1977 indicates a further decline to 3.37. The average population per household has similarly declined from 3.37 in 1950 to 2.89 in 1976. The most dramatic change has occurred in the growth of one-person households; in 1950 such households were 9% of all households; by 1976 that figure had risen to 21%.

* Note: A household is all persons who occupy a housing unit, including related and unrelated persons, and those living alone. A family is a group of two or more persons related by blood, marriage, or adoption and residing together in a household.

TABLE 2

NUMBER OF FAMILIES AS A PERCENTAGE OF TOTAL HOUSEHOLDS

	Percent
1950	90
1955	88
1960	85
1965	83
1970	81
1974	79
1975	78
1976	77

Source: U.S. Bureau of Census, Current Population Reports, Series P-20

Non-family households are increasing in number, while families are becoming a smaller proportion of all households. There has been a rapid rise in individuals living alone since 1970. Sixty-four percent are women, thirty-three percent are women aged 65 and over. The number of young males (under 25) living alone has tripled since 1970.

TABLE 3

TOTAL FERTILITY RATE

(Total Fertility Rates are the Sums of Birth Rates by Age of Mother Multiplied by 5)

1950	3,091
1955	3,574
1960	3,654
1965	2,928
1970	2,480
1974	1,857
1975	1,799
1976*	1,760

Source: National Center for Health Statistics, Vital Statistics of the United States

The total fertility rate has declined steadily since 1950, and is now at a record low. The figure for 1976 means that the average number of children per woman over her child-bearing years is 1.8. According to the Census, this is well below the rate required for natural replacement of the population.

*Provisional

TABLE 4

MARRIAGES AND DIVORCES

	Marriages			Divorces		
	Total (In Thousands)	Rate Per 1,000 Population	Rate Per 1,000 Unmarried Women 15 Years Old & Over	Total (In Thousands)	Rate Per 1,000 Population	Rate Per 1,000 Married Women 15 Years Old & Over
1950	1,667	11.1	90.2	385	2.6	10.3
1955	1,531	9.3	80.9	377	2.3	9.3
1960	1,523	8.5	73.5	393	2.2	9.2
1965	1,800	9.3	75.0	479	2.5	10.6
1970	2,159	10.6	76.5	708	3.5	14.9
1974	2,230	10.5	72.0	977	4.6	19.3
1975	2,126	10.0	66.9	1,026	4.8	20.3
1976*	2,133	9.9	N/A	1,077	5.0	N/A

Source: U.S. National Center for Health Statistics, Vital Statistics of the United States, Annual

The divorce rate per 1,000 married women 15 years and older has increased from 10.3 in 1950 to 20.3 in 1975. The Census Bureau now estimates that about one-third of married persons between 25 and 35 years old in 1975 may end their marriage in divorce. Those with higher incomes and more education are more likely to have stable marriages. The greatest number of divorces occur in the first seven years of marriage; the likelihood of divorce then diminishes with each successive year.

*Provisional

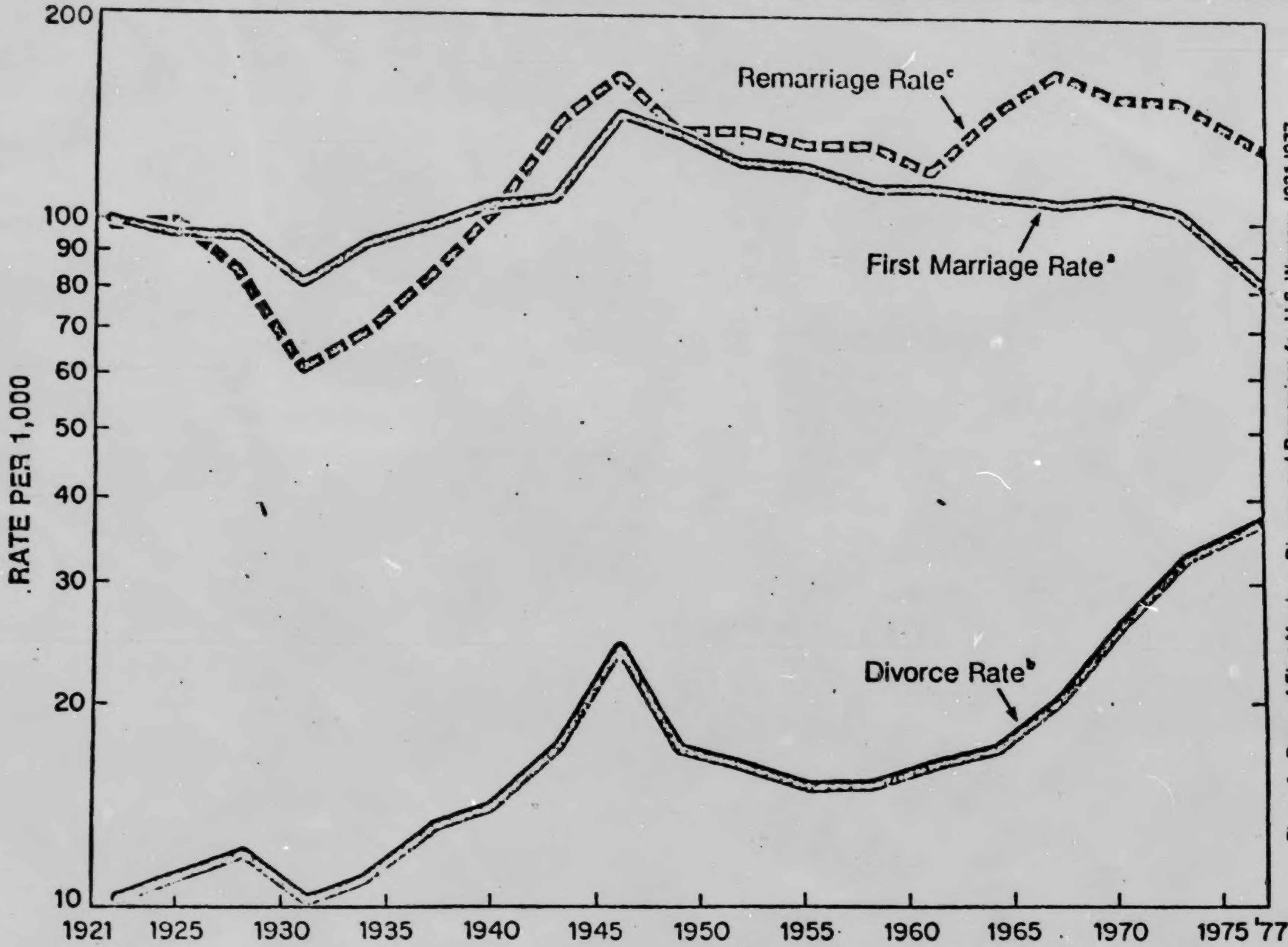


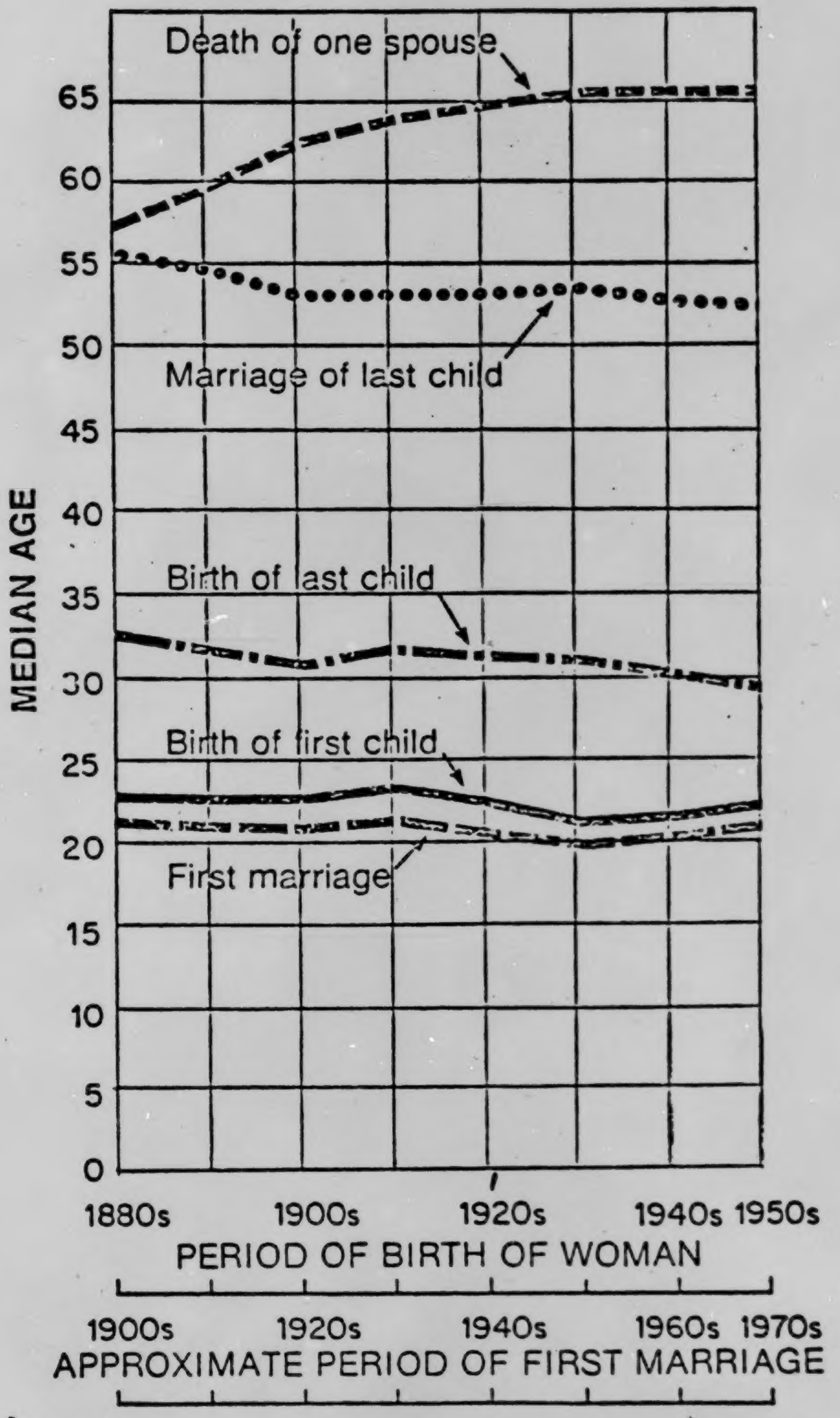
Figure 1. Rates of First Marriage, Divorce, and Remarriage for U.S. Women: 1921-1977

[a] First marriages per 1,000 single women 14 to 44 years old.

[b] Divorces per 1,000 married women 14 to 44 years old.

[c] Remarriages per 1,000 widowed and divorced women 14 to 54 years old.

Figure 5. Median Age of Typical Mothers at Selected Points in the Life Cycle



APPENDIX E

EVALUATION FORM

1977-78 COMMUNITY EDUCATION INSERVICE TRAINING PROGRAM FOR ELEMENTARY PRINCIPALS

Name______________________________

School______________________________

School District______________________

____

1. Rank the top three sessions and resource specialists and why they were beneficial to you. (Please refer to pp. 11-13)

2. Which sessions would you drop if we had to reduce the number of programs from ten to seven? Please give reasons as to why.

3. What topics would you add next year to our program if we expanded from ten to thirteen. Once again, be specific as to why.

4. In your opinion, were the sessions too structured or too loose? How would you do it differently?

5. Please comment on the structure and format of the agenda. Did you prefer the Thursday p.m. - Saturday noon format (used in October and November) or the Friday noon - Saturday p.m. format? Was the length of the conference too long? How would you do it differently?

6. Do you feel the size of the group (20-30) was too large or too small?

7. Should we have been more strict with regard to attendance? (i.e., report participation back to your supervisor, etc.)

8. Were the homework assignments useful? (i.e., were they practical applications of the program topics?) Should we have been more persistent in demanding all assignments be completed? Should we have a different policy for those participants taking the course for credit? Do you have any suggestions for improving the type and quality of the assignments?

9. Please discuss your impressions of the staff and our role in the program.

10. How frequent were your discussions with your supervisor(s) relative to this program? Please explain. Characterize the nature and number of discussions you had this year with your supervisor(s) compared to previous years.

11. How often did you share ideas and experiences with your colleagues and staff? Be specific as to what you shared. Were there a couple of programs that generated more discussion than others?

12. Please describe what effect this year-long program has had on your life outside of the workshops. Have you improved as a building administrator? Have you implemented any ideas, activities, experiences that were presented in your building and/or district? Please include any written information regarding programs, policies, procedures, -- public relations or otherwise -- that have occurred (directly or indirectly) as a result of your participation this year in the program.

10. How frequent were your discussions with your supervisor(s) relative to this program? Please explain. Characterize the nature and number of discussions you had this year with your supervisor(s) compared to previous years.

11. How often did you share ideas and experiences with your colleagues and staff? Be specific as to what you shared. Were there a couple of programs that generated more discussion than others?

12. Please describe what effect this year-long program has had on your life outside of the workshops. Have you improved as a building administrator? Have you implemented any ideas, activities, experiences that were presented in your building and/or district? Please include any written information regarding programs, policies, procedures, -- public relations or otherwise -- that have occurred (directly or indirectly) as a result of your participation this year in the program.

13. Have you broadened your understanding of what community education is all about as a result of your participation in this program? What are some of the major road-blocks (both attitudinal and administrative) toward implementing a more comprehensive community education program within your building/district? Have you become more sensitive toward the concepts of community education and your role in becoming a community/school administrator?

14. Contrast your feelings coming into the program and your feelings as you leave the program.

15. If a prospective candidate for next year's program came to you asking about your experience in this year's program, what would you tell him/her?

16. Please check the sessions you attended during the year. This will be used as group data only. You will not be identified by name, so please be honest.

SESSION	ATTENDANCE		
October 6-7-8, 1977	Yes	No	Thursday, October 6 Program Orientation
	Yes	No	Friday, October 7 Needs Assessment and Understanding Community Education Concepts Dr. Lou Tasse Dr. Jack Minzey Dr. Donald Weaver
	Yes	No	Saturday, October 8 Reaction Panel Tassee, Minzey, Weaver
November 3-4-5, 1977	Yes	No	Thursday, November 3 History and Development of IPR Model
	Yes	No	Friday, November 4 Introduction to Concepts, Purposes and Methods of Affect Simulation Reactions to IPR Stress Vignettes Dr. Norm Kagan
	Yes	No	Saturday, November 5 Counseling/Recording Sessions Recall Theory/Recall Sessions Activity Recording Session

December 9-10, 1977	Yes	No	Friday, December 9 Parent/Community Involvement In The Schools Carolyn Lowman Cheryl Hall
	Yes	No	Saturday, December 10 Duane Brown - Flint Community Councils Jim Kaiser - School/Community Activities in Lansing Larry Lezotte - Survey of Research on Parent/Community Involvement
January 6-7, 1978	Yes	No	Friday, January 6 Educational Planning and Needs Assessment at the building level Dr. Richard Benjamin Dr. Richard Featherstone Dr. Gary Wegenke
	Yes	No	Saturday, January 7 Saginaw Model for Planning and Budgeting Dr. Don Steele and Ms. Jan Konsak Dr. Richard Benjamin
February 3-4, 1978	Yes	No	Friday, February 3 Flint Community Education Model Dr. Pete Clancy Mr. Jack Hudson Ms. Ginger Edwards
	Yes	No	Saturday, February 4 Mr. Dan Cady - Understanding Others Dr. Doug Procunier - Grantsmanship

March 10-11, 1978	Yes	No	Friday, March 10 Corrective Discipline Lew Crew Bill Nunez Tom Everitt
	Yes	No	Saturday, March 11 Improving Instruction through Staff Evaluation
April 7-8, 1978	Yes	No	Friday, April 7 The Family and Community Structure Dr. Norma Bobbitt Sharon Anderson Dr. Beatrice Paolucci Ginger Edwards
	Yes	No	Saturday, April 8 Mobilizing Community Resources Dorothy Blum & Connie Mead Jeff Case
May 5-6, 1978	Yes	No	Friday, May 5 Interviewing Techniques Dr. George DePillo
	Yes	No	Saturday, May 6 Building Level Strategies for Program Evaluation Larry Lezotte
May 19-20, 1978	Yes	No	Friday, May 19 Evaluation of Project
	Yes	No	Saturday, May 20 How to Affect Legislation - Mike Boulus Innovation - Howard Hickey

17. To help us summarize your feedback about your experience in this workshop the following scales have been devised. In addition to your written comments, please circle the number on each of the following scales which best indicates the level of your experience over the year.

Bored: no personal involvement	1	2	3	4	5	Highly involved with content and experiences
Content had no personal relevance to me	1	2	3	4	5	Content highly stimulating and relevant to me
Felt highly threatened or anxious during program	1	2	3	4	5	Felt completely at ease and comfortable during program
Confused about concepts presented	1	2	3	4	5	Understand concepts and how to implement them
Ideas and experiences are likely to have no effect on my life outside of the program	1	2	3	4	5	Ideas and experiences are likely to have a profound effect on my life outside of the program

APPENDIX F

A BOOKLET OF BUILDING ACTIVITIES FOR FURTHERING THE HOME-SCHOOL-COMMUNITY EDUCATIONAL PARTNERSHIP

PARENT
COMMUNITY
INVOLVEMENT

COLLEGE OF EDUCATION • MICHIGAN STATE UNIVERSITY

Introduction

There are many ways to get a community involved in what goes on in our schools. All schools do this to some extent. Simple reporting of grades is one method. Open houses, parent visitation days, parent-teacher-student conferences and PTA's are others.

To get the community involved in more than information exchange is a different concept, takes a different kind of openness and willingness on the part of the entire school community and requires a much more systematic planning process. In other words, community involvement doesn't just happen! It takes a lot of hard work. It takes a willingness to leave the school and the classroom doors open. It takes the courage to say "Let's work together" and "to mean it."

The following are a series of building activities that have been used successfully by elementary principals. The booklet is the product of one of a series of monthly in-service training workshops for elementary principals conducted by the College of Education at Michigan State University in cooperation with the Michigan Middle Cities Education Association. The in-service training program is funded under the U.S.O.E. Community Education Program and supplemented through a Mott Foundation Grant.

Dr. Howard Hickey
Project Director
420 Erickson Hall
Michigan State University
East Lansing, MI 48824

Mr. Michael Boulus
Assistant Director
516 Erickson Hall
Michigan State University
East Lansing, MI 48824

D. Brown
Flint Public School District

WHAT'S WORKED IN PARENT/COMMUNITY INVOLVEMENT

(An outline for presentation of what's worked activities)

Activity:

"Thursday Morning Parent Group" and related community luncheon. Spaghetti Contests -- can you top this atmosphere developed (fun-related).

Objectives:

1) Parents meet every Thursday a.m. to discuss mutual concerns and plan meaningful programs that will assist parents in coping with their everyday problems and thus create a better home environment for our students.
2) Make parents feel that they are welcome at all times.
3) Let children know that schools are not just for kids.
4) Get acquainted and enjoy each other.
5) Establishing "easy" communications.

Materials/Personnel Needed:

1) Facilitator
2) Various speakers, group leaders, agencies
3) Group members

Duration:

On-going for approximately twenty weeks per year.

Budget:

Donation ($1.00 per person)

Strategies: How to Do It

1) Assume leadership
2) Identify interests
3) Seek existing resources

Evaluation: How do you know it works?

1) Over 200 parents and teachers attended luncheons.
2) Many favorable comments.

Adaptations: Minor changes which can vary the activity

Follow-up:

Figure out ways to deviate from program so it does not become "old hat" -- 'Leave 'em laughing'.

Farris Coppage
Tomlinson Elementary School
Jackson Public Schools

WHAT'S WORKED IN PARENT/COMMUNITY INVOLVEMENT

(An outline for presentation of what's worked activities)

Activity:

Title I Lending Library for Parents
Tomlinson Street Elementary School
730 Tomlinson Street
Jackson, Michigan 49201
Farris S. Coppage, Jr., Principal

Objectives:

1) To make available materials for home teaching which will assist parents in working with their children at home.
2) To encourage parents to become "teachers too" at home.
3) Encourage and establish better home/school interaction.

Materials/Personnel Needed:

Commercial (educational) games -- Assortment of educational toys -- Mini library sets Random House -- Articles on childhood education -- Extra textbooks and skill books -- Cassettes and tapes -- Personnel -- Title I Aides and Teachers

Duration:

We attempt to encourage parents to check out and in materials each Friday. We do include flexibility by allowing parents who work or have other problems to come in when they can during school.

Budget:

This is our 2nd year of operation. Initial cost was $200.00 Title I money. This school year, $100.00 in materials were added.

Strategies: How to Do It

1) Needs assessment -- poll parent at various school functions to see if they will utilize the service.
2) Order material from Title I Teams Center Budget or other Ex Chap III or regular school. House materials in Team Center.
3) Send out special flyer with each child explaining benefits of library and time to check out materials.
4) Include information in monthly school paper.
5) Have Title I personnel counsel parents in selection of material.

Evaluation: How do you know it works?

We log materials by writing the name of parents and what is checked out; How long they kept materials. We question parents on how effective the materials were. Will continue as long as it is effective.

Adaptations: Minor changes which can vary the activity

Add materials each year. Discard material which is not used (give to parents). Increase the number of materials used frequently.

Follow-up:

1) Check the number of parents utilizing library service and materials.
2) Note positive and negative comments by parents.

Larry Green
Jackson Public School District

WHAT'S WORKED IN PARENT/COMMUNITY INVOLVEMENT

(An outline for presentation of what's worked activities)

Activity:

Carnival

Objectives:

To bring parents, children and significant others together as a family unit.

Materials/Personnel Needed:

Games of chance -- Games of skill -- Booths -- Prizes -- Food -- Parents working within each booth and dealing with the food.

Duration:

4 hours

Budget:

All materials and games are provided on a percentage basis.

Strategies: How to Do It

Several planning sessions with chairman.

Evaluation: How do you know it works?

By the number of people involved and amount of money made.

Adaptations: Minor changes which can vary the activity

Weather

Follow-up:

Plans for future carnivals -- Prioritize money to help school financially -- materials not ear-marked within budget.

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Larry Green
Jackson Public Schools

WHAT'S WORKED IN PARENT/COMMUNITY INVOLVEMENT

(An outline for presentation of what's worked activities)

Activity:

Make it - Take it Workshop

Objectives:

Parents get involved with making hands-on type of games to take home to help and enhance their child's reading and math skills. Also, child sees his/her parents' involvement with activities that they are doing in regular classroom. One of the objectives is to get children to reflect their parents attitude toward school.

Materials/Personnel Needed:

Title I teacher -- Teacher -- Personnel -- Crayons, paper, laminating machine or plastic stick-on to preserve games: model of various games.

Duration:

2½ hours

Budget:

$20.00

Strategies: How to Do It

Parents are invited -- Options given as to the best time of day or evenings for majority of parents. All materials and supplies are provided for parents. No children are present. Parents are asked to only make two games. Provision made for parents that bring small children.

Evaluation: How do you know it works?

Parents immediate feed back. Enthusiasm during activities. Suggestions for future workshops.

Adaptations: Minor changes which can vary the activity

Follow-up:

Appreciation letter to the parents for their involvement.

Shirley E. Gregory
Kalamazoo Public Schools

WHAT'S WORKED IN PARENT/COMMUNITY INVOLVEMENT

(An outline for presentation of what's worked activities)

Activity:

Parent involvement in Career Education Awareness

Objectives:

1. To involve parents in sharing about their job with their child's classmates.
2. To create an awareness that our society is a work-oriented society; especially for those students who come from families where no one works.
3. To create enhansed self-esteem for both the parent and his/her child as they come to realize that we value them enough to listen and question and watch.
4. To provide for parent input into school curriculum.

Materials/Personnel Needed:

1. A guide for parents to use in presenting their occupation to the class.
2. Total staff and P.T.O. committment to the project.
3. Parent laiaison support to obtain parent involvement.
4. Transportation, booths, tables for a career night.

Duration:

School year

Budget:

1. Cost of paper for advertising publications and evaluation
2. Monies for busses to visit places of work.

Strategies: How to Do It

Embark on a school-wide Career Education project with one of the main emphases being involvement of the parents of each student.

In individual homeroom classes:

1. Each parent is to come to school and talk with the class about her/his occupation.
2. All parents are to be encouraged to come to school for any or all presentations.
3. Classes will then go to observe the parent at work. Or, small interested groups may go to observe. Or, an interested individual may spend the day with that parent at work.

Total school:

1. Share class activities through a school Career Education newsletter.

(OVER)

2. In the spring, through the cooperative efforts of students, community, parents and teachers, have a Career Day at school with booths or tables set up for each career. Career Clusters could work together.

2. In the spring, through the cooperative efforts of students, community, parents and teachers, have a Career Day at school with booths or tables set up for each career. Career Clusters could work together.

Evaluation: How do you know it works?

1. Use a parent feedback form to check on parent perception of presentations and Career Day. Prepare the same for students and for teachers.
2. Survey student understanding of different occupations at the end of the year.
3. Improved learning environment should be observed.

Adaptations: Minor changes which can vary the activity

1. Students not able to obtain parent cooperation may bring a neighbor or friend.
2. Share information with other classes verbally through the use of a student reporter.

Follow-up:

Modify the program for the next year using the evaluations.

Andres Gutierrez
Lansing School District

WHAT'S WORKED IN PARENT/COMMUNITY INVOLVEMENT

(An outline for presentation of what's worked activities)

Activity:

Parent/Teacher conferences

Objectives:

To conduct 95% of parent/teacher conferences
NOTE: A related objective is to commit the parent to one reinforcing activity related to students needs

Materials/Personnel Needed:

1. Conference forms (see attachment)
2. Teachers, aides, principal, parents

Duration:

½ hour per conference form
20 min. per conference

Budget:

Teacher time and forms amount to $10.00 per conference.

Strategies: How to Do It

1. Send appointment forms home .
2. Call parents not responding to appointment form.
3. Schedule time for parents reguardless if parent has responded.
4. Notify parent of appointment.
5. Have teacher call parent, if it's a no show, to reschedule.
6. Have teacher call for home visit.
7 If all fails send conference form home in mail.

Evaluation: How do you know it works?

1. Formal evaluation results are tabulated for school district.
2. Individual student progress related to results of parent conference is not available.

Adaptations: Minor changes which can vary the activity

Sending the conference forms home prior to parent/teacher conference may motivate parents to come as well as give them time to formulate questions for teacher.

Follow-up:

If all has failed the principal may conduct a home visit or ask parent to come in for a meeting.

Clement Kaye
Bay City Public School District

WHAT'S WORKED IN PARENT/COMMUNITY INVOLVEMENT

(An outline for presentation of what's worked activities)

Activity:

Senior Citizen Involvement to enrich the elementary program.

Objectives:

1. Teach each Friday afternoon for a period of 1 hour and 15 minutes a talent which has been developed by the senior citizen.
2. The program is to continue for five (5) consecutive weeks with a recess of one month between each five (5) week period.

Materials/Personnel Needed:

1. Twenty-five senior citizens
2. One gerontologist
3. Twelve teaching stations
4. Teaching supplies
5. Sewing machine
6. Ceramic kiln

Duration:

Five week cycles with one month recess at the end of each five week period. The program is continuous.

Budget:

Privately financed -- $200.00 per year

Strategies: How to Do It

1. Recruit senior citizens from highrise apartments.
2. Secure cooperation of gerontologist and Housing Commission.
3. Develop interest with faculty and parents.
4. Plan meeting between administration, faculty, parents, gerontologist and senior citizen -- no more than one person from each group.
5. Set up appointments with individual senior citizens.
6. Schedule and go!

Evaluation: How do you know it works?

1. Pre and post attitude inventory of children.
2. Pre and post attitude inventory of senior citizen.
3. Evaluation sessions with seniors, faculty and parents.
4. Newspaper publicity highly positive.

Adaptations: Minor changes which can vary the activity

1. One hour vs. one hour fifteen minute sessions.
2. 5 weeks vs. 6 weeks.
3. Friday vs. other days.
4. Public funding vs. private.
5. Transportation -- who transports -- insurance, etc.
6. Recruit for specific talents.

Follow-up:

1. Continue monitoring program through discussions with participants.
2. Continue committee of senior citizens, teacher, parent, administration and gerontologist.
3. Publicity.
4. Continue private solicitations.

George Loder

Morton School
Benton Harbor Area Schools

WHAT'S WORKED IN PARENT/COMMUNITY INVOLVEMENT

(An outline for presentation of what's worked activities)

Activity:

Math -- make-it take-it work shop.

Objectives:

Bring parents into the classroom to work with their children to make different fun projects that can be used in the home. To incourage parents to work at home with their children. Also to become familiar with what goes on in the classroom.

Materials/Personnel Needed:

Basic items used in the home, forks, spoons, knives, food that can be counted and/or separated into groups. Bottle tops -- empty cans and bottles.

Duration:

About 1.5 hours. In the classroom.

Budget:

None, have parents bring in unused home items.

Strategies: How to Do It

Invite parents to classroom by sending letter home with all instructions and materials on a list. Be sure you contact all students' parents, and explain the purpose.

Evaluation: How do you know it works?

Increased participation in basic math programs and increased understanding in basic math concepts.

Adaptations: Minor changes which can vary the activity

Use reading and language art materials to change the workshop to fit other subjects.

Follow-up:

These workshops should take place at least once a month.

Dick Luzak
Longfellow School
Saginaw Public School District

WHAT'S WORKED IN PARENT/COMMUNITY INVOLVEMENT

(An outline for presentation of what's worked activities)

Activity:

School Community Council
Decision-making body!

Objectives:

Parents involved in:
1) Policy-making
2) Final decisions
3) Inservice/classroom work

Materials/Personnel Needed:

None/New

Duration:

1 year + elections each year

Budget:

None/self contained

Strategies: How to Do It

1) Home visitations
2) Written communications
3) Telephone calls
4) Open door

Evaluation: How do you know it works?

1) Participation/number of meetings
2) Community fund-raising projects
3) Increased classroom visitations
4) Policies developed

Adaptations: Minor changes which can vary the activity

1) New principal
2) New staff

Follow-up:

Dick Luczak

Longfellow School
Saginaw Public School District

WHAT'S WORKED IN PARENT/COMMUNITY INVOLVEMENT

(An outline for presentation of what's worked activities)

Activity:

Skills Week -- Held each year in May -- Awards in all areas; we even invent some!

Objectives:

Children collect the best of work -- September - May.
Children are recognized with certificates/open house/awards dinner, and special classroom recognition.

Materials/Personnel Needed:

1) Staff to develop projects throughout September - May.
2) Judges -- use community people.

Duration:

Each year

Budget:

Depends on how far you want to go.

Strategies: How to Do It

Began in September -- Bulletins to staff, children, parents -- Follow-up each marking period -- Develop time line.

Evaluation: How do you know it works?

Participation

Adaptations: Minor changes which can vary the activity

1) Teachers must participate September - May
2) Many children want to take work home as completed

Follow-up:

R. Michael Meyer

Grand Rapids Public Schools

WHAT'S WORKED IN PARENT/COMMUNITY INVOLVEMENT

(An outline for presentation of what's worked activities)

Activity:

Parent Story Time

Objectives:

To help parents become active participants in classroom activities.
To motivate students' interest in reading.
To provide training in story telling for parents to use in their home as well as the classroom.

Materials/Personnel Needed:

Volunteer parents, a reading expert to provide training, and a school library with a large supply of childrens books.

Duration:

The project can last the entire year.

Budget:

Teacher time, materials for props to be used in acting out stories, and monies for refreshments to be served during meetings.

Strategies: How to Do It

Invite all parents to an informational meeting. Provide a training session for parents with a reading expert. This session would provide parents with basic skills in story telling and acting out stories. Establish time periods for the parents can volunteer. Give parents free use of the library. Parents, then, can make book selections to be used at home and/or at school.

Evaluation: How do you know it works?

Student response to the program can be evaluated by comparing the amount of books being checked out of the library before and after the program is initiated.

Parent response can be evaluated through a questionnaire seeking their perceptions of the program.

Adaptations: Minor changes which can vary the activity

The program can be adapted to upper level students. The approach would vary be having parents train students to read to younger students. Parents could also direct production of plays to be shared with the whole school which would be adopted from books used by the students.

Follow-up:

Ron Miller
Kalamazoo Public Schools

WHAT'S WORKED IN PARENT/COMMUNITY INVOLVEMENT

(An outline for presentation of what's worked activities)

Activity:

Parent participation night: Parents are the students in 30 minute art, music, and physical education classes.

Objectives:

Parents will become more familiar with the objectives and methods in the school's art, music, and physical education classes.

Materials/Personnel Needed:

Art, music, and physical education teachers and the materials they need to present the lesson they have selected.

Duration:

Three 30-minute class periods plus 15 minutes of passing time and 15 minutes for light refreshment.

Budget:

Consumable art materials, $75.00 and light refreshments.

Strategies: How to Do It

1) Gain the cooperation of the teachers involved and involve them in the planning.
2) Invite the parents to participate through the school newsletter and with a special mailed invitation. Children are invited to attend with their parents.
3) Set up areas for the activities.
4) As parents and children arrive they are assigned to an activity and given a schedule to follow.
5) After the activities all participants meet for cookies, punch, and coffee.

Evaluation: How do you know it works?

From an enrollment of 179 students, 114 students were represented by at least one parent. Activity counts indicated over 270 participants, children and adults.

Adaptations: Minor changes which can vary the activity

We didn't think big enough; we had planned for a maximum of 120. We need to divide the groups which will require more teachers.

Follow-up:

We plan to repeat this activity this May, making provision for about 300 participants. We plan on utilizing classroom teachers as they are experienced in the different activities.

Deborah Patton
Sheldon Elementary School
Grand Rapids Public Schools

WHAT'S WORKED IN PARENT/COMMUNITY INVOLVEMENT

(An outline for presentation of what's worked activities)

Activity:

P.A.C. Meetings (Parent Advisory Council)

Objectives:

Increase parent involvement.

Materials/Personnel Needed:

1) Active involvement of present membership
2) An effective means of communication.

Duration:

Monthly parent advisory council meetings throughout the school year.

Budget:

$200.00

Strategies: How to Do It

1) Conduct afternoon and evening meetings on a rotating basis.
2) Include in monthly newsletter, information regarding the agenda and date of upcoming meetings, along with the minutes of previous meeting.
3) Personal contacts/phone contacts.

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Evaluation: How do you know it works?

We are in the process of trying various methods for the improvement of parent involvement. I am finding it a very slow process and am very pleased that this is the subject matter for this session.

Adaptations: Minor changes which can vary the activity

1) Occassional pot-luck meetings
2) Door prize
3) Student performances

Follow-up:

Verbal and written appreciation expressed to those members in attendance.

Frank Perry

Longview Elementary School
Midland Public School District

WHAT'S WORKED IN PARENT/COMMUNITY INVOLVEMENT

(An outline for presentation of what's worked activities)

Activity:

Children checking blood pressure of parents, and elderly citizens within the school community.

Objectives:

To relate the seriousness of high blood pressure (the silent killer) to as many members of the community as we could.

Materials/Personnel Needed:

Packet from the Kidney Foundation (includes film).
A Teacher.

Duration:

Approximately 2-3 weeks for the entire unit for the classroom, then three days to get parents and friends in.

Budget:

FREE!

Strategies: How to Do It

Contact Kidney Foundation -- They have a packet with lesson plans, equipment, etc., to do the unit. First, teach the unit to the children. Second, bring parents in. Third, from neighborhood door to door leaving notes invite parents and grandparents and elderly to come to school.

Evaluation: How do you know it works?

We did it!

Adaptations: Minor changes which can vary the activity

We want to get into curvature of the spine detection for children.

Follow-up:

We are trying to get all the adults back every six months by sending them reminder postcards.

Some interesting side effects have happend, I believe because of this. For the first time in the history of this school community a millage was passed by 6 votes. Some of the elderly are continuing to come back to school just to visit their "buddy" in the classroom. I believe we had 71 people in who do not have any children in school.

Margaret Pyciak
Jackson Public School District

WHAT'S WORKED IN PARENT/COMMUNITY INVOLVEMENT

(An outline for presentation of what's worked activities)

Activity:

I. Parent Volunteer Program (tutorial and library work)
II. Hands-On Activity Workshop for Parents
III. Playground Parent Involvement

Objectives:

I. 1) To involve parents in the learning process.
   2) To open communications with parent/teacher/child -- a team effort.
   3) To bring parents into school to resolve common problems -- scholastic as well as behavioral.
II. 1) To assist Parents in making materials to use at home; reinforce learnings.
   2) To provide opportunity to work on school related materials with staff -- working together.

Materials/Personnel Needed:

I. Time -- Pre-planning and evaluation; tutorial kit and log sheets.
II. Paper, tagboard, colored pencils, magic markers, laminating paper, glue, scotch tape, masking tape, and game ideas.

Duration:

I. Library = ½ day per week per parent. Need 10 per week with substitutes. -- Tutorial = 1 to 2 hours per day. As many as possible.
II. One half day per semester.

Budget:

I. None -- all volunteer work; except investment in tutorial kits, if needed, @ $30.
II. Paper and materials around $30 if using some general school supplies.

Strategies: How to Do It

I. 1) Send flyer asking for initial volunteers.
   2) Letters recruiting continue during the year.
   3) Have one parent collate volunteer requests for time and date.
   4) File box in office holds volunteer forms and chart for tutors.
   5) Each volunteer works with classroom teacher in the classroom, workroom, or in the hall.
   6) Volunteer records short summary after each session.
II. 1) Gym is used with tables in various corners. Each corner is a different game center with supplies. A teacher or aide manages each center -- giving parents directions and help. Parents move from one center to the next. Four to six areas of interest could be handled.
   2) A pre and post general session is held -- what we will do; how we will do it; THEN, What did we do; and what and how do we use it with our children?

Evaluation: How do you know it works?

I have had both activities active in my building for two years and parents ask to have it on-going.

Adaptations: Minor changes which can vary the activity

Depending on volunteers and money it can be expanded to any degree necessary.

Follow-up:

Richard Sass

Franklin Elementary School
Battle Creek Public Schools

WHAT'S WORKED IN PARENT/COMMUNITY INVOLVEMENT

(An outline for presentation of what's worked activities)

Activity:

1) Neighborhood Council (formal name is Neighborhood Redevelopment Advisory Council) Council has been in operation six years. It is not an in-school case of parent-community involvement but school personnel are actively involved in council projects and council members become involved and informed in and about school projects and activities.

Objectives:

1) Improvement of the neighborhood physically is the on-going long-range goal.
2) Short-range goal was advising and assisting the city and the school board in selecting a site for a new school to replace present school and getting it built.

Materials/Personnel Needed:

Varied materials depending on a particular project. Personnel are elected and appointed.

Duration:

Permanent and on-going

Budget:

Varied -- depending on a given project at a particular time.

Strategies: How to Do It

1) Have an activity or a project that will grab the attention and interest of parents. For example, select a site and get a new school built.
2) Keep the group working on or investigating new projects to become involved in.

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Evaluation: How do you know it works?

There have been changes that can be observed; housing has improved, home and yards are kept better, street lighting improved, trees planted on boulevards. In addition, there seems to be a more positive attitude in the residents toward their neighborhood.

Adaptations: Minor changes which can vary the activity

Follow-up:

Additional Information: The council has been involved in other activities. Some of these are a neighborhood summer fair, numerous cases where residents renting houses have asked the aid of council members in getting help in getting landlord to correct housing problems (heating, plumbing, etc.)

Summarizing, I would say that the Neighborhood Council has been the catalyst in turning a deteriorating neighborhood around. Hopefully it will continue.

Herb Scogg

Plymouth Elementary School
Midland Public School District

WHAT'S WORKED IN PARENT/COMMUNITY INVOLVEMENT

(An outline for presentation of what's worked activities)

Activity:

Title I, Parent-Child Education Night

Objectives:

Provide parents an opportunity to work with their children in developing some learning games and to help parent work with their child in reinforcing the child's learning program.

Materials/Personnel Needed:

Title I teacher, principal, parents and children -- Crafts supplies and materials.

Duration:

Once a week in the evening (Thursdays) for the school year. Two hours per night.

Budget:

Minimal. Pay for teacher from Title I funds -- \$2,000. Coffee, cookies and crafts supplies -- \$200.00.

Strategies: How to Do It

Principal -- spent time with Title I teacher; organizing and planning the program.

Evaluation: How do you know it works?

The participation of an average of 20 parents and their children per night.

Adaptations: Minor changes which can vary the activity

Could be done by regular classrooms if no Title I funds. Teacher -- Principal time volunteered -- basic school supplies could be used.

Follow-up:

Margaret Skidmore

Roosevelt Elementary School
Battle Creek Public Schools

WHAT'S WORKED IN PARENT/COMMUNITY INVOLVEMENT

(An outline for presentation of what's worked activities)

Activity:

The beginning of a card file on parents who have special skills to offer. These skills are in the area of ethnic cooking, needlework skills, art skills such as egg blowing and designing. Special skills involving the men in the community are machine repair for the older boys, woodworking for younger male students.

Objectives:

1) To assist teachers who want to give ALL students a feeling of success.
2) To involve parents as resource people rather than to "help" out at a meeting, fund-raising -- give parents a feeling of worth within the classroom rather than outside the classroom.

Materials/Personnel Needed:

Personnel needed -- interested materials -- whatever needed for particular activity.

Duration:

All year

Budget:

Minimal -- as P.T.A. furnishes cooking supplies -- parents usually want to supply their own materials.

Strategies: How to Do It

1) Establish card-file from questionnaires sent home.
2) Inform teachers -- have them incorporate the skills into a specific unit of work or use it as a special time, when holidays are near.

Evaluation: How do you know it works?

At this point in time, evaluation is impossible, as the project is just getting under way.

Adaptations: Minor changes which can vary the activity

Follow-up:

Pat Stetler
Woodcrest Elementary School
Midland Public School District

WHAT'S WORKED IN PARENT/COMMUNITY INVOLVEMENT

(An outline for presentation of what's worked activities)

Activity:

One to One -- A parent tutoring program.

Objectives:

To give personal attention to youngsters who have academic and/or socialization problems of a minor nature. To give parents new perspective of the teaching and/or learning process.

Materials/Personnel Needed:

1) Volunteer parents who can give at least one hour a week on an every week basis.
2) Tote trays to hold tutoring materials 3) Referral cards -- actual materials supplied by referring teacher.

Duration:

Start each year around middle of October and go throughout the year. Youngsters vary in time as some need only a few ½ hour sessions while others continue throughout the year.

Budget:

Tote trays, pencils, papers, etc., nominal.

Strategies: How to Do It

a) Send home notes asking for volunteers.
b) Hold orientation meeting to explain process.
c) Parents set own time but most come for one hour a week and generally work with two youngsters in that time.
d) Hold other idea exchange, game making, or informational group meetings. Remedial reading teacher, school social worker are sometimes asked to present a program or offer ideas and suggestions.
e) Stress child's self-concept at all times.

Evaluation: How do you know it works?

This is our 3rd year with this program. We started with three parents the first year and now have 12 to 15 parents each year. We really can't handle too many more than that as spare space where tutors can work in privacy is limited and we want to make sure that these periods are of the best quality possible. Often we use pre and post tests to check progress.

Adaptations: Minor changes which can vary the activity

This is a variation of the Bucket Brigade Program sponsored by Learning Disabled groups but we prefer to use it with any child who needs special help or needs just a special person who is interested in her/him.

Follow-up:

Often the youngsters need short time help to strengthen some basic skill as "help with the basic multiplication facts". Teachers are very enthusiastic as are the parents and students.

A. Stucky
Lincoln Elementary School
Battle Creek School District

WHAT'S WORKED IN PARENT/COMMUNITY INVOLVEMENT

(An outline for presentation of what's worked activities)

Activity: We have found the following activities extremely successful:

Candy Sales
Fashion Show
Bowling Tournament

Objectives:

1. Help make the school a better place for children
2. Promote feelings of pride in the school
3. Earn money to carry out various school projects
4. Bring people together

Materials/Personnel Needed:

Organization, Promotion and Communication

Duration:

Short Term

Budget:

None

Strategies: How to Do It

1. Get children involved
2. Promote competition
3. Short term
4. Specific goal short range - specific purpose

Evaluation: How do you know it works?

1. Success
2. Large crowd
3. Better home-school relationships developed in all areas concerning health-welfare of the children

Adaptations: Minor changes which can vary the activity

Follow-up:

1. Promote successes and praise efforts of all concerned

Jim Sypniewski
Grand Rapids Public Schools

WHAT'S WORKED IN PARENT/COMMUNITY INVOLVEMENT

(An outline for presentation of what's worked activities)

Activity:

Parent Teacher Association meeting on What Is Happening In Our School (explanation and description of various programs, activities, departments, services, etc.)

Objectives:

To get volunteer help in library, learning centers, playground, lunchroom, etc.- areas and activities in which additional adult supervision would help things run much more smoothly and areas and activities in which additional Board funding is not available.

Materials/Personnel Needed:

Only materials needed are those already in use in building program. Personnel include staff members and volunteers already serving.

Duration:

One 90 minute session.

Budget:

Money for coffee and rolls, other snacks.

Strategies: How to Do It

Parent group (if turnout is big enough to require this) is divided into several smaller, more workable groups - husbands and wives split up. Groups rotate to different stations or areas (library, playground, etc.). Staff members are assigned to these different stations and present information and answer questions and get ideas from each of the groups (much as classes would rotate in a secondary school). Parents are given an opportunity to sign up for volunteer service (name, date, times) at EACH station.

Evaluation: How do you know it works?

Look at number of volunteers during course of year.

Adaptations: Minor changes which can vary the activity

Follow-up:

Personal thank you notes for each period of time a volunteer gives service. Serve them a Hot Lunch while at school. Names mentioned in newsletter and service performed.

Sara A. Thompson
Longfellow Elementary School
Jackson Public School District

WHAT'S WORKED IN PARENT/COMMUNITY INVOLVEMENT

(An outline for presentation of what's worked activities)

Activity:

Organizing library helpers for the Longfellow School to aid teachers and students.

Objectives:

To get parents interested in some phase of the school program.

To have the Library open during the school day from 9:15-3:00 p m.
To have an open end time, whereby students can use the facility, whenever classtime permits.
To arrange for story time and A. V. usage.
To have a reserved time for the teachers to use with the total class.

Materials/Personnel Needed:

Library with suitable books, records, cassetts, filmstrip projectors, and easy cataloging system.
Ten volunteer mothers or neighbors.
Assistance from one of the two head Librarians in the school district.

Duration:

October 1977 - June 15, 1978 daily.

Budget:

Library allocation from the district and unpaid helpers.

Strategies: How to Do It

Consult with former helpers.
Send out volunteer letters.
Make telephone calls.
Call organizational meeting.
Have head Librarians and prior helpers give orientation to the program.
Train or arrange for the training of new people.

Evaluation: How do you know it works?

Use an evaluative questionnaire to be used and reacted upon by helpers, students, teachers, parents and Principal.

Adaptations: Minor changes which can vary the activity

Use the evaluation as a means to make changes.
Make changes as the need arises.
Try suggestions from a number of resources available.

Follow-up:

Gather data on the reading interest of the student body.

Gather data on the needs of teachers as they apply to the content areas.

Consider the needs in ordering the material for the next year.

C. Waldron
Bay City Public School District

WHAT'S WORKED IN PARENT/COMMUNITY INVOLVEMENT

(An outline for presentation of what's worked activities)

Activity:

"Mini sessions"

Objectives:

1) Beat the"just before Easter" blahs.
2) Involve parents in something they feel confident to carry on in school.
3) Increase trust between teachers and parents.

Materials/Personnel Needed:

1 volunteer per 6-8 kids -- Materials according to class chosen.

Duration:

6 weeks -- 1 hour per week

Budget:

Minimal

Strategies: How to Do It

Advertise the need and opportunity. List classes offered according to volunteers offers. Enroll kids in classes. Put teachers in helping positions. Kids bring own materials or money to cover if volunteer shops. Ring bell last hour of Friday and kids go to preplanned corner of room or hall to meet with "teacher" and carry on.

Evaluation: How do you know it works?

1) Have done it.
2) Subjective observation.

Adaptations: Minor changes which can vary the activity

After school instead of last hour.

Follow-up:

Evaluate, plan next year.

T. C. Wallace, Jr.
Sterne Brinson School
Benton Harbor School District

WHAT'S WORKED IN PARENT/COMMUNITY INVOLVEMENT

(An outline for presentation of what's worked activities)

Activity:

Project H.E.L.P.
(Home Educational Learning Program)

Objectives:

1) To coordinate the efforts of home and school
2) To supplement the first grade curriculum
3) To create needed parent involvement

Materials/Personnel Needed:

1) 12 learning recipes
2) A committed teacher

Duration:

School year

Budget:

None

Strategies: How to Do It

1) Learning recipes sent home with participating youngsters each designated.
2) Youngsters with the guidance of the parents, complete the recipe and returned the following Monday.
3) Activities based upon unmastered objectives and need. They must be simple, realistic with easy understanding and readability.
4) Family feedback form completed to assess parent reactions to the activities.

Evaluation: How do you know it works?

Pre-post test used to evaluate the effectiveness of the program.

Adaptations: Minor changes which can vary the activity

Creativity in selecting the activities -- The variation in number of activities.

Follow-up:

Larry Wells
Saginaw School Distric

WHAT'S WORKED IN PARENT/COMMUNITY INVOLVEMENT

(An outline for presentation of what's worked activities)

Activity:

1. Schedule pot luck dinners and student performances during School Community Council Meetings.
2. Include parent input and participation in school fund raising projects.

Objectives:

To foster more communication and cooperation between the school and the community. To stimulate parent participation and support for the school program.

Materials/Personnel Needed: 1. Volunteers to work in fund raising activities.
2. Donations from parents and staff. Cooperation between parents and staff in planning program of student performance is also needed.

Duration:

Nine months.

Budget: The current budget is $200.00

Strategies: How to Do It

Use the School Community Council and selected staff members to provide leadership. Use room mothers as a support group. Include media use for program information disemination in order to generate support from the general community.

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Evaluation: How do you know it works?

This program activity strategy worked well on a small scale. Currently it needs to be expanded.

Adaptations: Minor changes which can vary the activity

Follow-up:

WHAT'S WORKED IN PARENT/COMMUNITY INVOLVEMENT

(An outline for presentation of what's worked activities)

Activity:

Noon Potluck Luncheon: To provide a comfortable, relaxed situation where parents can feel good about coming to school and to the individual classroom.

Objectives:

To learn to know one another better in order to dispel some of the typical fears of teacher-parent relationships.

To share in an informal way some classroom learning--such as bulletin board displays, music, rhythms or dramatizations children have prepared to present following potluck

Materials/Personnel Needed:

Paper for letters
Aide for telephoning
Monies for coffee and punch, if provided for luncheon

Duration:

Lunch hour of a designated day--total time approximately 1½ hours

Budget:

Strategies: How to Do It

Invite all parents of children in the classroom. Ask parents to bring food to share in the potluck. The following format could be used:

Meats or Meat Dishes	Hot Vegetables	Salads	Desserts

Prepare room to accommodate luncheon such as table, chairs, making coffee, and punch

Evaluation: How do you know it works?

An evaluation form filled out by parents could be used, but a truer test would be increased parent visitation in the classroom, more frequent communication between school and home.

Adaptations: Minor changes which can vary the activity

Attach a form to be returned that would indicate how many people are coming and what food they are bringing.

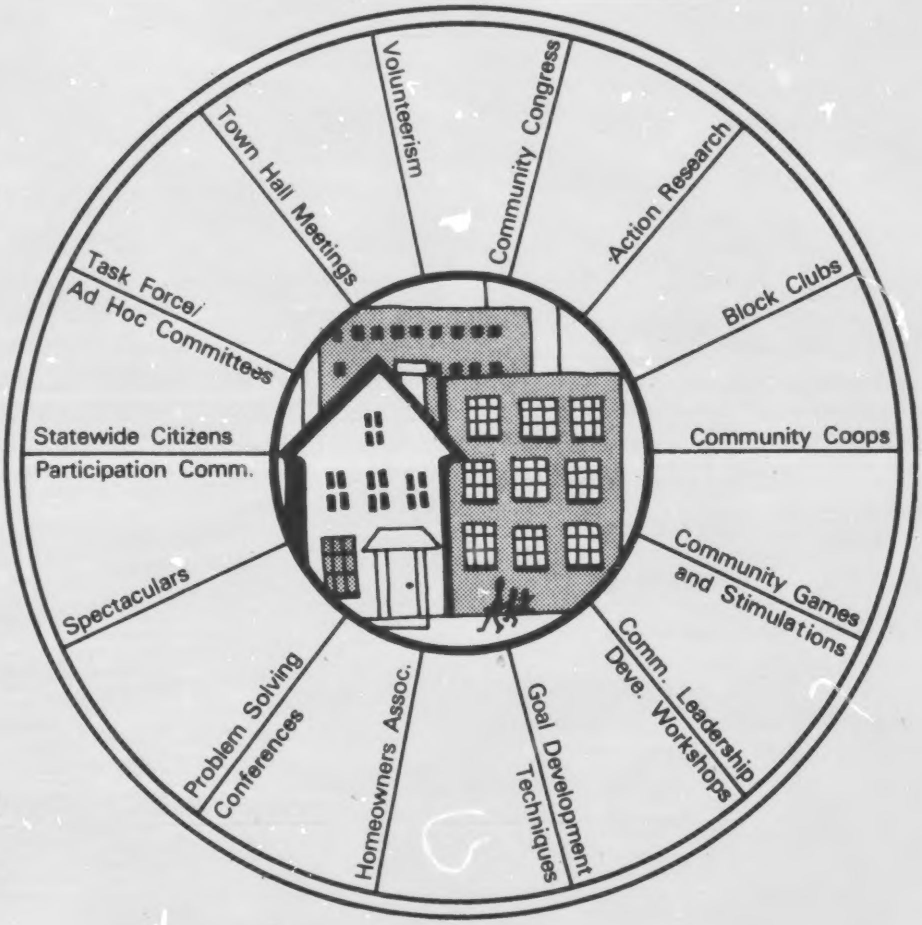
Prepare with children any food they may make for luncheon, centerpieces, placemats, etc and whatever it is they will be doing for presentation, such as music, dramatization, etc.

Send a second reminder note giving last minute details.

Follow-up:

Follow with a positive phone call, further reinforcing date, time, fun of getting together, a bit of what children are doing in anticipation of luncheon, etc.

YEARLY DESIGNS FOR COMMUNITY INVOLVEMENT


Volunteerism
Community Congress
Action Research
Block Clubs
Community Coops
Community Games and Stimulations
Comm. Leadership Deve. Workshops
Goal Development Techniques
Homeowners Assoc.
Problem Solving Conferences
Spectaculars
Statewide Citizens Participation Comm.
Task Force/ Ad Hoc Committees
Town Hall Meetings

COLLEGE OF EDUCATION
MICHIGAN STATE UNIVERSITY

Introduction

Citizens participation does not mean the illusion of participation, the semblance of involvement, the opportunity to speak without being heard, the receipt of token benefits, or the enjoyment of stop-gap palliative measures. Participation means participation in every dimension of life, of culture, of our economy, our educational system, our political system, our decision-making processes. It means full enfranchisement with respect to the totality of society's activities.

Hans B. C. Spiegel (editor), Citizen Participation in Urban Development, Washington, D.C.: NTL Institute for Applied Behavioral Science, 1968, p. 223.

To get the community involved in more than information exchange is a different concept, takes a different kind of openness and willingness on the part of the entire school community and requires a much more systematic planning process. In other words, community involvement doesn't just happen! It takes a lot of hard work. It takes a willingness to leave the school and the classroom doors open. It takes the courage to say "Let's work together" and "to mean it."

The following are a series of yearly designs for planning parent/community involvement. The designs were developed by elementary principals to expand the role of teachers and/or administrators in work with the home and community. The booklet is the product of one of a series of monthly in-service training workshops for elementary principals conducted by the College of Education at Michigan State University in cooperation with the Michigan Middle Cities Education Association. The in-service training program is funded under the U.S.O.E. Community Education Program and supplemented through a Mott Foundation Grant.

Dr. Howard Hickey, Project Director
420 Erickson Hall
Michigan State University
East Lansing, MI 48824

Mr. Michael Boulus, Assistant Director
516 Erickson Hall
Michigan State University
East Lansing, MI 48824

Farris S. Coppage, Principal
Tomlinson Elementary School
Jackson, Michigan

MONTH: SEPTEMBER

1. **Objective:** (1.) Recruit parents for P.T.O.

(2.) Recruit parents for Room Mothers.

2. **Action Ideas: Possible ways to reach this objective**

a) Send home flyers with students.

b) Make phone calls to five parents from each class (names forwarded by teachers)

c) Have first P.T.O. meeting.

d) Form School Picture Committee.

e)

Comments: Some parents will work as Room Mothers and not work with P.T.O. Others will work with P.T.O. and not as Room Mothers.

MONTH: OCTOBER

1. **Objective:** (1.) Continue recruitment for P.T.

(2.) Plan for annual Halloween Party and Parade with Room Mothers.

2. **Action Ideas: Possible ways to reach this objective**

a) Second P.T.O. meeting.

b) Select/nominate other committees for year.

c) School Picture Day.

d) Start work on Yearly activities: plan school T-Shirt Sale; Plan treats for room parties.

e) Discuss Halloween Parade Route.

Comments: Compensatory Education Teachers (3) and Principal will publish first issue of school paper - T.T. Tomlinson's Tales. Copies attached.

MONTH: NOVEMBER

1. **Objective:** Work with P.T.O. and Staff planning third Annual Harvest Dinner.

2. **Action Ideas: Possible ways to reach this objective**

a) Form committee for purchasing and cooking of food.

b) Committee to set up for Dinner.

c) Clean up committee. for Dinner.

d) Finalize school T-Shirt order.

e)

Comments:

MONTH: DECEMBER

1. **Objective:** Work with Staff and P.T.O. to develop plans for Christmas Walk-Thru and Santa's Shop for parents and students.

2. **Action Ideas: Possible ways to reach this objective**

a) Work with classroom teachers and music teachers to coordinate songs for program.

b) Work with P.T.O. in setting up gift shop for parents on night of Walk-Thru (Wed.)

c) Work with P.T.O. and teachers to set up gift shop for children (Thursday during day)

d)

e)

Comments:

A YEARLY DESIGN FOR PLANNING PARENT/COMMUNITY INVOLVEMENT

Farris S. Coppage
Tomlinson Elementary School
Jackson Public School District

MONTH: JANUARY

1. Objective: Work with P.T.O. on January Color TV Raffle (Money raising venture)

2. Action Ideas: Possible ways to reach this objective

a) Contact other parents who are willing to sell raffle tickets.
b) Send out flyers about the raffle.
c) Form a committee to shop for TV. Some stores will give a large discount.
d)
e)

Comments: Raffle tickets for TV will be sold up until school carnival in May. Drawing will take place at carnival. Last year's raffle item was a CB Radio.

MONTH: FEBRUARY

1. Objective: Involve parents in Make and Take Workshop.

2. Action Ideas: Possible ways to reach this objective

a) Extend an invitation to parents via flyer and school paper.
b) Requisition large copies of games, laminating film and other materials.
c) Arrange for Instructional Aides to take turns supervising small children:
d) (Baby sitting)
e)

Comments:

MONTH: MARCH

1. Objective: Meet with parents to assess progress of the various programs and activities at Tomlinson School.

2. Action Ideas: Possible ways to reach this objective

a) Arrange for the Director of Federal Programs to give a presentation.
b) Send out survey to parents in the community.
c) Have open group discussion.
d) Parents to vote or select two parents to attend Compensatory Education
e) Convention.

Comments:

MONTH: APRIL

1. Objective: Improve P.R. with parents and the community.

2. Action Ideas: Possible ways to reach this objective

a) Announce a call-in contest.
b) Parents must call in to the school for their child stating I like
c) Tomlinson School because - or- I dislike Tomlinson School because - .
d)
e) Every tenth (10th) caller wins a $2.00 bill for his child.

Comments:

MONTH: MAY

1. Objective: P.T.O. Spring Carnival - A social and money raising venture.

2. Action Ideas: Possible ways to reach this objective

a) Assist Carnival Committee.

b) Send out P.T.O. flyers.

c) Send out flyers requesting parents to volunteer with booths, food, clean-up.

d) Contact City Police Youth Department to help with crowd control.

e)

Comments:

MONTH: JUNE

1. Objective: (1.) Graduation and Awards Day for students. (2.) Recognition for Parent and Community Volunteers.

2. Action Ideas: Possible ways to reach this objective

a) Prepare Graduation Certificates for all graduating students.

b) Prepare Award Certificates for students who achieved in five (5) areas.

c) Prepare awards and gifts for volunteer help.

d) Involve volunteers in library and book room clean-up in last week of school.

e)

Comments: Forward list of volunteer parents to schools where graduating students will attend next school year. This list should help that Principal select volunteers.

MONTH: JULY

1. Objective:

2. Action Ideas: Possible ways to reach this objective

a)

b)

c)

d)

e)

Comments:

MONTH: AUGUST

1. Objective:

2. Action Ideas: Possible ways to reach this objective

a)

b)

c)

d)

e)

Comments:

Zoetta Davis
Houghton School
Saginaw Public Schools

A YEARLY DESIGN FOR PLANNING PARENT/COMMUNITY INVOLVEMENT

MONTH: SEPTEMBER

1. Objective: Work with P.T.A. and staff on Open House Putluck

2. Action Ideas: Possible ways to reach this objective

a) Discuss date and plans with committee (parents and staff)
b)
c) send notices home
d) emphasis involvement on P.A.
e) welcome parents and friends at the program

Comments:

MONTH: OCTOBER

1. Objective: Work with staff and P.T.A. on Parent Teacher Conferences

2. Action Ideas: Possible ways to reach this objective

a) Schedule conferences
b) send notices home
c) meet with parents
d) arrange with P.T.A. for membership drive
e) arrange with P.T.A. for refreshments

Comments:

MONTH: NOVEMBER

1. Objective: Work with P.T.A. staff on Thanksgiving program

2. Action Ideas: Possible ways to reach this objective

a) Discuss plans with board members and staff representatives
b)
c) Invite community residents
d)
e)

Comments:

MONTH: DECEMBER

1. Objective: Work with staff and P.T.A. on Christmas program and Open House

2. Action Ideas: Possible ways to reach this objective

a) Discuss date and plans with staff
b) Send notices home with children
c) Notify media
d) Arrange with P.T.A. for refreshments
e)

Comments:

MONTH: JANUARY

1. Objective: Work with P.T.A. School council on Fathers' Night

2. Action Ideas: Possible ways to reach this objective

a) Meet with committee for

b) planning basketball game

c) Discuss plans and involve

d) staff (team)

e) Involve Board of Education Admin (team) contact radio &

Comments: newspaper

MONTH: FEBRUARY

1. Objective: Work with P.T.A. on Black History Program

2. Action Ideas: Possible ways to reach this objective

a) Discuss plans with P.T.A.

b) Discuss plans with staff committee

c) Invite community residents to

d) participate

e) Contact media

Comments:

MONTH: MARCH

1. Objective: Helping parents and students to interpret test scores

2. Action Ideas: Possible ways to reach this objective

a) Arrange for director of testing to talk with parents and

b) children

d) Arrange with counselor for individual

e) parent and/or pupil meeting

Comments:

MONTH: APRIL

1. Objective: Help school council with fund raising project

2. Action Ideas: Possible ways to reach this objective

a) Discuss plans with council

b) Talk with staff and students

c) Help distribute candy

d) Help with record keeping

e)

Comments:

MONTH: MAY

1. Objective: Work with P.T.A. in planning Patrol/Service Squad

2. Action Ideas: Possible ways to reach this objective

a) Plan with P.T.A. and service
b) services sponsors for luncheon
c) Arrange with custodial staff physical setting
d)
e)

Comments:

MONTH: JUNE

1. Objective: Work with P.T.A. to reorganize staff and community volunteers

2. Action Ideas: Possible ways to reach this objective

a) Help plan annual spring luncheon
b) Have staff submit names of volunteers
c)
d) List staff and volunteers in "Open Door"
e)

Comments:

MONTH: June

1. Objective: Work with staff on recognition of Honor students

2. Action Ideas: Possible ways to reach this objective

a) Discuss plans with staff
b) Arrange for trophies and certificates
c)
d) Invite parents and community
e) Invite newsman

Comments:

MONTH: AUGUST

1. Objective: Work with P.T.A./Council ex. bd. in planning 1978-79 program

2. Action Ideas: Possible ways to reach this objective

a) Discuss plans with board
b) Arrange with City personnel for use of school gym
c)
d) Arrange with secretary to type of program for distribution
e)

Comments:

A YEARLY DESIGN FOR PLANNING PARENT/COMMUNITY INVOLVEMENT

Lawrence Green
Jackson Public Schools

MONTH: JANUARY

1. **Objective:** Roller Skating.

2. **Action Ideas: Possible ways to reach this objective**

a) Parent committee

b) Make attractive to students

c)

d)

e)

Comments: This has been a very successful activity.

MONTH: FEBRUARY

1. **Objective:** Activity night.

2. **Action Ideas: Possible ways to reach this objective**

a) Parent-teacher committee

b) Letters to parents.

c) Organize and gather various games.

d) Survey of activities that students and parents would like to participate.

e)

Comments:

MONTH: MARCH

1. **Objective:** Mother/daughter banquet.

2. **Action Ideas: Possible ways to reach this objective**

a) Parent committee.

b) Letters to parents

c) Engate speaker, entertainer, etc.

d)

e)

Comments:

MONTH: APRIL

1. **Objective:** Father/son banquet.

2. **Action Ideas: Possible ways to reach this objective**

a) Parent committee.

b) Letters to parents

c) Engage speaker, entertainer, etc.

d)

e)

Comments:

MONTH: MAY

1. **Objective:** Family outdoor carnival.

2. **Action Ideas: Possible ways to reach this objective**

a) Parent committee.

b) Letters to parents.

c) Recruit chairpersons for various booths.

d) Secure outside consultants that have expertise in carnivals.

e) ________________

Comments: ________________

MONTH: JUNE

1. **Objective:** Promotional and recognition program.

2. **Action Ideas: Possible ways to reach this objective**

a) Parent-teacher committee.

b) Letters to parents -- invite relatives.

c) Invite next year's principals.

d) ________________

e) ________________

Comments: ________________

MONTH: JULY

1. **Objective:** ________________

2. **Action Ideas: Possible ways to reach this objective**

a) ________________

b) ________________

c) ________________

d) ________________

e) ________________

Comments: ________________

MONTH: AUGUST

1. **Objective:** ________________

2. **Action Ideas: Possible ways to reach this objective**

a) ________________

b) ________________

c) ________________

d) ________________

e) ________________

Comments: ________________

A YEARLY DESIGN FOR PLANNING PARENT/COMMUNITY INVOLVEMENT

Shirley Gregory
West Main Elementary
Kalamazoo Public Schools

MONTH: SEPTEMBER

1. **Objective:** Work with parents to publish monthly school newsletter.

2. **Action Ideas: Possible ways to reach this objective**

a) Identity students & parents as editorial staff.
b) Have a plan for obtaining news and literature from total school.
c) Include PTO community items.
d)
e)

Comments:

MONTH: OCTOBER

1. **Objective:** Plan and execute school open house.

2. **Action Ideas: Possible ways to reach this objective**

a) Work with teachers to change format from informal to a formal presentation.
b) Discuss idea with PTO.
c) Work out logistics so parents are able to hear input from all of the child's teachers.
d) Refreshments--plan with PTO informational fliers.
e)

Comments:

MONTH: NOVEMBER

1. **Objective:** Plan a school-wide career awareness week.

2. **Action Ideas: Possible ways to reach this objective**

a) Work w/staff to get at least 5 parents to come in to talk about their jobs.
b) Take on field trip to see people at work.
c) PTO help with information to go home.
d)
e)

Comments:

MONTH: DECEMBER

1. **Objective:** Work with staff to present Christmas talent show.

2. **Action Ideas: Possible ways to reach this objective**

a) Discuss date, type of program & obtain a chairperson.
b) Inform parents.
c) Inform students.
d) Arrange for rehearsals.
e)

Comments:

MONTH: JANUARY

1. **Objective:** Acquaint parents with Chapter 3, Title I programs.

2. **Action Ideas: Possible ways to reach this objective**

a) Meet with Ms. Harbeck for system-wide requirements for parent involvement and ideas.

b) Send letters to all parents about visitation of programs.

c) Send special letters to Chapter 3, Title I parents.

d) Organize PTO to help with transportation.

e) Arrange for refreshments and general informational meeting to explain visitation.

Comments: Meet with Chapter 3, Title I personnel to plan demonstrations.

MONTH: FEBRUARY

1. **Objective:** Involve Chapter 3, Title I, Correctiv Reading parents in bi-weekly discussion groups on how to help your child to read.

2. **Action Ideas: Possible ways to reach this objective**

a) Meet with Corrective reading teachers and student services leader to plan.

b) Contact Kim Thomas to help with research.

c) Carmela to contact parents.

d) PTO help with transportation.

e) Audrey F. to give input in what parents can do.

Comments: Have parents visit CR class & help with check-outs.

MONTH: MARCH

1. **Objective:** Plan for all-school kite day on angel field.

2. **Action Ideas: Possible ways to reach this objective**

a) Get teachers fired up about teaching kite making.

b) Obtain materials with help of PTO.

c) Fliers to go home to get family involvement.

d) Involve art teacher & media personnel.

e) Posters about kite day.

Comments: Work toward involving families both in construction and on kite day.

MONTH: APRIL

1. **Objective:** Kite day becomes a reality.

2. **Action Ideas: Possible ways to reach this objective**

a) PTO to make prizes for smallest, prettiest, highest flier, etc.

b) Refreshments.

c) Help with string for those unable to afford.

d) Parents to walk with each class to the field.

e) Awards megaphone.

Comments:

MONTH: MAY

1. Objective: Inform parents about what and how of reading, math & SCIS instruction. Demonstrations for PTO meeting.

2. Action Ideas: Possible ways to reach this objective

a) Talk up idea with teachers.

b) Get commitment from 4 or 5 to do the demonstrations.

c) Obtain help in setting up displays for teachers and working with teachers.

d) Fliers to go home to advertize.

e) Transportation for those with none.

Comments:

MONTH: JUNE

1. Objective: Outdoor education and class camping for at least one class at Sandy Pines.

2. Action Ideas: Possible ways to reach this objective

a) Larsen from WMU to talk to faculty.

b) Commitment from 1 teacher for the experience.

c) Plan with parents for transportation, food, camping equipment.

d) Sharing with other parents & students through newsletter.

e)

Comments:

MONTH: JULY

1. Objective:

2. Action Ideas: Possible ways to reach this objective

a)

b)

c)

d)

e)

Comments:

MONTH: AUGUST

1. Objective:

2. Action Ideas: Possible ways to reach this objective

a)

b)

c)

d)

e)

Comments:

A YEARLY DESIGN FOR PLANNING PARENT/COMMUNITY INVOLVEMENT

Clement L. Kaye
Whittier Elementary
Bay City Public Schools

*SEQUENCE BEGINS WITH AUGUST

MONTH: SEPTEMBER

1. **Objective:** Recruit senior citizens for VEEP project.

2. **Action Ideas: Possible ways to reach this objective**

a) Discuss plans with teachers.
b) Solicit support from above & PTA.
c) Discuss plans with superintendent.
d) Bring superintendent & director together
e) Call gerontologist for meeting.

Comments:

MONTH: OCTOBER

1. **Objective:** Continue September objective.

2. **Action Ideas: Possible ways to reach this objective**

a) Make speech to senior citizens.
b) Attend three digh rises for lunch & recruitment.
c) Individualize conferences w/seniors.
d) Plan starting and ending dates.
e)

Comments:

MONTH: NOVEMBER

1. **Objective:** Implement senior citizen project.

2. **Action Ideas: Possible ways to reach this objective**

a) Write letters describing plan.
b) Solicit Bus. Community support.
c) Seek financial aid from Bus. Community.
d) Conduct in-service with seniors & teachers.
e)

Comments:

MONTH: DECEMBER

1. **Objective:** Coordinate and support project.

2. **Action Ideas: Possible ways to reach this objective**

a) Assign 8 children for senior.
b) Teachers to act in supportive role.
c) Order sufficient supplies.
d) Invite newspapers for publicity.
e) Conduct evaluation meeting.

Comments:

MONTH: JANUARY

1. **Objective:** Plan second five-week session and CAT Project.

2. **Action Ideas: Possible ways to reach this objective**

a) Contact volunteer parents for CAT Proj.
b) Order specialized reading materials.
c) Solicit teacher and parent support.
d) Coordinate with title I director.
e) Write specifications of idea.

Comments:

MONTH: FEBRUARY

1. **Objective:** Implement CAT Program - Start 2nd round of VEEP.

2. **Action Ideas: Possible ways to reach this objective**

a) Make schedules for CAT.
b) Discuss, write faculty,"who shall be served"
c) Conduct parent-volunteer meeting.
d) Send permission slips to parents.
e) Distribute "interest sheets to students".

Comments: Two projects are starting this month.

MONTH: MARCH

1. **Objective:** Involve attendance Area Sr. Cit. Intro. Project.

2. **Action Ideas: Possible ways to reach this objective**

a) Call St. Hyacinths Church official.
b) Identify Sr. Cit. officials.
c) Set up conference with church and Sr. Citizens officials.
d) Plan "tea" in school for above.
e) Request PTA to organize.

Comments:

MONTH: APRIL

1. **Objective:** Finalize 2nd 5-week VEEP program & coordinate CAT project.

2. **Action Ideas: Possible ways to reach this objective**

a) Present report to bd. of ed. VEEP & CAT.
b) Send evaluation instr. home, teachers, students
c) Conduct eval. Meeting CAT VEEP.
d) Meet with Fed. program official.
e) Keep newspaper informed.

Comments:

MONTH: MAY

1. **Objective:** Finalization of projects.

2. **Action Ideas: Possible ways to reach this objective**

a) Keep names of all participants.
b) Draft letters of appreciation.
c) Conduct "awards" night.
d) Form committees of volunteers.
e)

Comments:

MONTH: JUNE

1. **Objective:** R & R

2. **Action Ideas: Possible ways to reach this objective**

a)
b)
c)
d)
e)

Comments:

MONTH: JULY

1. **Objective:** R & R

2. **Action Ideas: Possible ways to reach this objective**

a)
b)
c)
d)
e)

Comments:

MONTH: AUGUST

1. **Objective:** Initiate cooperative plan with Bay City Housing Commission for senior citizen involvement.

2. **Action Ideas: Possible ways to reach this objective**

a) Call Director of Housing.
b) Set up meeting w/Director & Gerontologist.
c) Communicate idea with superintendent.
d)
e)

Comments:

A YEARLY DESIGN FOR PLANNING
PARENT/COMMUNITY INVOLVEMENT

Dick Luczak
Saginaw Public Schools

Longfellow Elementary School Proposal

1977-78 Call for Action

Step I - Objectives:

A. Develop pilot program in Community Education.

B. Expand parent involvement through development of Community Education Program based at Longfellow Elementary School

C. Expand parent involvement in these areas:

1. Children's educational program.
2. Parent volunteers.
3. Adult Education.
4. Health programs.
5. Socialization.
6. Leisure Time activities.

Step II - Needs Assessment - Central Office (recognition and assessment clarification)

A. Objectives:

1. Identify personnel, money, and resources.
2. Explore possibilities and practicality of proposal.
3. Develop time line.

B. Procedures:

1. Meeting at Central Office to include the following in a planning session:

Dr. Jerome Tillman
Jean Gray
Don Scott
Willie Richardson
James Strach
Phil Parker

Dr. Dianne Umstattd
Jean Ann Tice
Richard Foulds
George Anderson
Larry Laeding
Marie McGovern

2. Format: As designated by Longfellow Principal.

Step III - Needs Assessment - Longfellow School (recognition and assessment clarification)

A. Objectives:

1. Staff development, Longfellow School teachers.

B. Procedures:

1. Inservice 1/2 day at Longfellow Elementary School.
2. Identification of problems, concerns.
3. Identification of personnel, monies and resources.

4. Explore possibilities.
5. Develop time line.

C. Staffing for inservice:

1. Group Leaders, Recorders

Jean Gray
Jean Ann Tice
Dr. Jerome Tillman
Dr. Diana Umstattd
James Strach
Phil Parker

2. Group - Made up of Current Longfellow Staff

26 - Elementary Teachers
9 - Classroom Aides
2 - Para-Professionals
2 - School Secretaries
39 - Total

3. Six groups of 6-7 members plus Longfellow School Community Council

Group Leaders' Responsibilities - Recorders

Materials Needed - Supplied by School

Format - As designated by Longfellow Principal

Step IV - Clarifying and Priorities:

A. Objectives:

1. Identification of staff.

B. Procedures:

1. Meeting of following departments:

Longfellow Elementary School representative - Richard A. Luczak
Superintendent of Instruction - Dr. Jerome Tillman
Community Education Program - Willie Richardson and James Strach
Community Services - Don Scott

2. Format:

Develop from existing staff a full time Community Education Director housed at Longfellow Elementary School.

Step V - Longfellow Elementary School's Services Expansion - A Working Format

A. Activity Plan

1. The program must provide for the direct and substantial involvement of a school in the administration and operation of the program.

2. The program must serve...at least...the school attendance area.

3. Program services must be sufficiently concentrated and comprehensive in a specific public facility in terms of scope and nature of program services (not limited to one or a limited number of areas), hours of operation, and other characteristics to constitute such facility as a community center.

4. The program must extend the...activities,...services,...and uses made of the public facility in terms of the scope and nature of program services, the target population served, and the hours of service.

5. The program must include systematic and effective procedures (1) for identifying and documenting...the needs, interests, and concerns of the community. ..and (2) for responding to such needs, interests, and concerns.

6. (1) The program must (identify and use) to the fullest extent possible...educational, cultural, recreational, and other...resources...to enhance the size and quality of the program. (2) The program must...encourage and utilize cooperative agreements...among public and private agencies to make maximum use of existing talents and resources and to avoid duplication of services.

7. The program must be designed to serve all age groups in the community, including...groups not adequately served by existing programs within the community.

8. The program must provide for the active and continuous involvement, on advisory basis...of...persons broadly representative of the community served... in the planning and carrying out of the program, including involvement in the assessment of community needs and resources and in program evaluation.

Step VI - Existing Services at Longfellow School:

	Age 0 - 4	Age 5 - 17	Age 18 - 64	65 or over
Education	Pre-K program	Regular K-6 program	None	None
Health	Regular Nurse by report only.	Regular Nurse by report only.	None	None
Leisure Time	By Title I Program design	None	None	None
Socialization	None	None	Community Council once this year.	None
Civic Concerns	None	None	C.C. Parking Lot & Play Ground	None
Recreation	None	Only programs provided by Community Ed.	None	None

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Step VI - Service Expansion at Longfellow Elementary School

A. Education

1. Youth

   a. Pre-Kindergarten (existing)
   b. Kindergarten - sixth grade (existing)
   c. Pre-school Story Hour
   d. Art for three year olds
   e. Spanish Story Hour
   f. Swimming
   g. Ice Skating
   h. Typing
   i. Special Skills - Tutoring
   j. Sewing

2. Adult

   a. Modern Management
   b. Manufacturing Processes
   c. Typing for Personal Use
   d. Typing for Speed and Accuracy
   e. Mini-Lab
   f. Business Machines
   g. Office Procedure
   h. Business English
   i. Modern LIterature
   j. Law
   k. Human Behavior
   l. Photography
   m. Civics
   n. Consumer Education
   o. Minorities in America

B. Health

1. Youth

   a. Baby Clinic
   b. Immunization Clinic
   c. Community Mental Health
   d. Dental, Pre-K - 6th
   e. Public Health Nurse - all ages
   f. Family Life Education - 5th and 6th

2. Adult

   a. Planned Parenthood
   b. Community Mental Health
   c. Public Health Nurse
   d. Dental
   e. Special Clinics

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C. Leisure Time

1. Youth

    a. Planned trips
    b. Spanish Affairs and projects
    c. Academic motivation
    d. Social and educational gatherings of interest
    e. Family night

2. Adult

    a. Wednesday Pot Luck
    b. Noon lunches
    c. Planned trips
    d. Community Council
        Executive Board
        Regular Meetings
        Special Affairs
        Projects
    e. Title I Luncheons
    f. Parent Groups
    g. Family Night

D. Civic Concerns

1. Employment
2. Crime Prevention
3. Relocation
4. Traffic Problems
5. Student Safety
6. Communication
7. Housing
8. Neighborhood Up-keep

E. Recreation and Enrichment

1. Youth

    a. Toy Lot
    b. Day Camp
    c. PeeWee Baseball
    d. Basketball
    e. Soccer
    f. Football
    g. Camping
    h. Sewing
    i. Teen Club
    j. Swimming
    k. Floor Hockey
    l. After-school Movies
    m. Roller Skating
    n. Ice Skating
    o. Police Cadets
    p. Cub Scouts

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q. Girl Scouts
r. Brownies
s. Stepping Stones
t. 4-H
u. Lapidary
v. Photography
w. Tumbling-Gymnastics
x. Junior Homemaking
y. Badminton
z. Special Events
  1. Track meet
  2. School Fair
  3. Student-Faculty events
  4. Skill's week
  5. Football
  6. Spelling Bee
  7. Baseball
  8. Basketball
  9. Punt-Pass-Kick

2. Adult

a. Cooking
  1. Soul Food
  2. Cake Decorating
  3. Party Foods
  4. Ethnic Foods
b. Lapidary
  1. Workshops
  2. Rocks & Minerals
  3. Geology
  4. Projects
c. Photography
d. Sewing
  1. Jeans for Teens
  2. Dressmaking
e. Pottery
f. Knitting
g. Decoupage
h. Dancing
i. Men's Club
j. Women's Club
k. Physical Fitness

Step VII - Additional Recreational Activities - On or Off School Site

A. Youth and/or Adult

1. Swimming

a. Instruction
b. Free Swim
c. Family Swim

2. Ice Rink

  - a. Instruction
  - b. Free Skating
  - c. Hockey Leagues
  - d. Brown Ball

3. Tennis Courts

    - a. Open Tennis
    - b. Instruction
    - c. Field Day

4. Athletic Field

    - a. Rugby
    - b. Football
    - c. Softball
    - d. Baseball

5. Bowling

    - a. Instruction
    - b. Field Day
    - c. Special Events

Step VIII - Contributing Agencies, Organizations, Places, and Persons

Social Agencies
Churches
Governmental Units
Individual Families and Homes
Board of Education
Labor and Industrial Groups
Spanish Speaking Information Center
Police Department
Media

Step IX - Anticipated Outcomes Relative to People and or Community

Better Understanding of Social Trends
Reduction of Poverty
Improved Cultural Tone
Reduction of School Dropouts
Improved Health and Safety
Reduction of Delinquency and Crime
Better Employment
Improved Level of Literacy
Neighborhood Maintenance
Improved Community Service
Other Individual and Community Improvement

A YEARLY DESIGN FOR PLANNING PARENT/COMMUNITY INVOLVEMENT

Ronald F. Miller
Bunker Elementary School
Kalamazoo Public Schools)

MONTH: SEPTEMBER

1. **Objective:** Recruit staff and community participantion for Bunker Comm. School.

2. **Action Ideas: Possible ways to reach this objective**

a) Call 20 parents.

b) Assure ethnic balance on committee.

c) Assure that the 3 Bunker areas are all represented.

d) Assure staff participation.

e) Have first meeting before end of month -- organize.

Comments:

MONTH: OCTOBER

1. **Objective:** Open house to get parents into school.

2. **Action Ideas: Possible ways to reach this objective**

a) Short meeting to explain what Bunker Comm. School is all about.

b) Personal contact.

c) Input from committee.

d) How can CEC help us?

e) Community Halloween Party.

Comments: How can we use New Horizon Community Room and East Main Learning Center?

MONTH: NOVEMBER

1. **Objective:** Plan agenda for BCL committee.

2. **Action Ideas: Possible ways to reach this objective**

a) Discuss needs.

b) Discuss possible program.

c) Discuss community problem.

d) Build needs survey.

e)

Comments:

MONTH: DECEMBER

1. **Objective:** Holiday program to bring parents to the building.

2. **Action Ideas: Possible ways to reach this objective**

a) Teacher involved in program planning.

b) Involve student in program.

c) Parent participation in program.

d) Refreshments.

e)

Comments:

MONTH: JANUARY

1. **Objective:** Conduct needs survey.

2. **Action Ideas: Possible ways to reach this objective**

a) Send home needs survey with every student.
b) Discuss outcome of survey.
c) Plan for implementation of results.
d) Plan and investigate financing.
e) Plan agenda for next meeting.

Comments:

MONTH: FEBRUARY

1. **Objective:** Program on famous people from Kalamazoo.

2. **Action Ideas: Possible ways to reach this objective**

a) Gain staff support.
b) Combine with social science and career education.
c) Programs to be presented to all parents.
d)
e)

Comments:

MONTH: MARCH

1. **Objective:**

2. **Action Ideas: Possible ways to reach this objective**

a)
b)
c)
d)
e)

Comments:

MONTH: APRIL

1. **Objective:**

2. **Action Ideas: Possible ways to reach this objective**

a)
b)
c)
d)
e)

Comments:

MONTH: MAY

1. **Objective:** Help parents understand role of support staff.

2. **Action Ideas: Possible ways to reach this objective**

a) Introduce all support staff.

b) Each support staff member will discuss services.

c) Survey of students directly and indirectly benefitting from services.

d)

e)

Comments:

MONTH: JUNE

1. **Objective:** Evaluate program of year.

2. **Action Ideas: Possible ways to reach this objective**

a) Evaluate status of needs as listed by needs assessment.

b) Make recommendation for future committee.

c) Potluck dinner.

d)

e)

Comments: Be sure to reward and recognize service and participation on committee.

MONTH: JULY

1. **Objective:**

2. **Action Ideas: Possible ways to reach this objective**

a)

b)

c)

d)

e)

Comments:

MONTH: AUGUST

1. **Objective:** Recruit new and replacement members for committee.

2. **Action Ideas: Possible ways to reach this objective**

a) Contact all incumbent members.

b) Contact parents of students new to school.

c) Hold organizational meeting.

d) Plan agenda for September.

e)

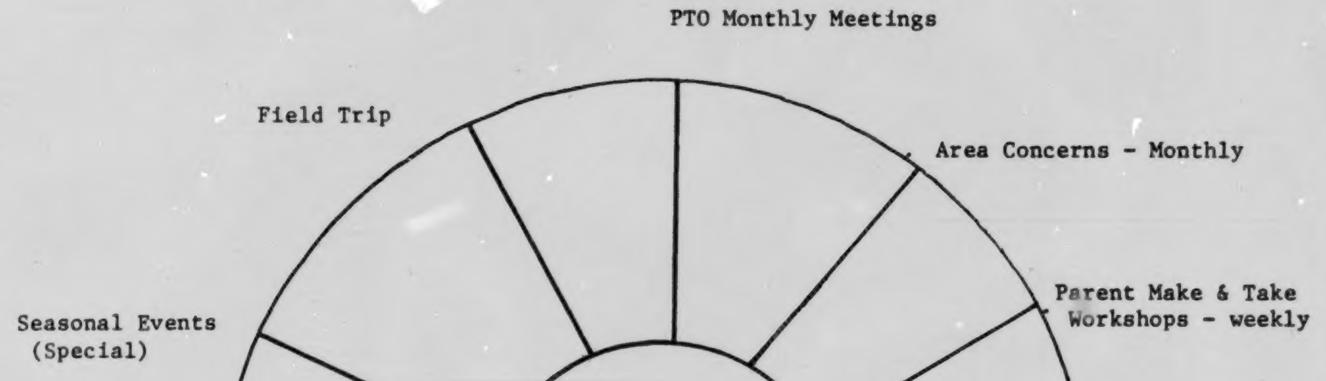
Comments:

TO: Community Education Training Program

FROM: Richard R. Mrozinski

The yearly design for Parent/Community involvement at Wenona School is as follows:

The total program will be centered around a School/Community Council as it's hub. All program activities and concerns of the area will be directed to or from this organizational structure.


PTO Monthly Meetings
Area Concerns - Monthly
Parent Make & Take Workshops - weekly
Area Recreational needs - monthly
Classroom Tutoring
Senior Citizen Activities - monthly
Library Aides - daily
Adult Education Programs - daily
Millage Campaign
Health Clinics
Seasonal Events (Special)
Field Trip
School
Community
•
Council

P.T.O. Monthly Meetings

1. Planning meaningful monthly meeting centered around the needs and concerns of the parents, citizens of the area and the general welfare of the school.
2. Establish a formal volunteer program for the building in the follow areas, with proper in-service program:
   a. tutoring of students.
   b. library aides to completely operate and maintain effective library programs with assistance of the Federal Title I Library Consultant.
   c. recruit millage workers, train and complete successful millage programs in our area.
3. Special seasonal events - produce or assist in the production of seasonal plays, programs or parties.
4. Conduct fund raising activities to supplement building budget and provide extra opportunities for kids.

Area Concerns - the political action arm of the School/Community Council will deal with major concersn that may or may not be related to school but generally of the area.

1. Decrease traffic problem.
2. New sewer system and complications resulting
3. New bridges development.
4. Use of the school facilities for new school functions.
5. Police and fire protection.
6. General city clean up.
7. Housing problems.

Parent Workshop - weekly

1. Make educational material for classroom and the teachers explain the purpose of each item so the parents have a better understanding of the use of the item.
2. Make room visitations to see the materials in use by students.
3. All parents are welcome to come between 9:00 and 11:30 a.m. and a place for the young pre-school children are provided with a place to play.
4. The parents may make educational materials to take home to be used with their children.

Area Recreational Needs - monthly

1. Reviews the programs being provided in the area for people in general with the Community Center Director.
2. Make the area aware of what is being provided.

3. Generate more activities in the area.

4. Constantly up-date the and give in-put to the County Recreational Director for future planning.

Classroom Tutoring - daily

1. Recruiting, screening and in-servicing people to work in the schools and in the homes.

2. Provide long or short term assistance to teacher, student and parent.

Senior Citizens - monthly

1. Provide activities in the building for senior citizens, ie: Bingo, Hot Lunches, Speical programs by students, etc.

2. Make the School Library available to Senior Citizens.

3. Recruit Senior Citizens to put on mini-workshops for students.

4. Provide adult education in the building and also in Highrise Apartment.

5. Form developed to allow Senior Citizens to express concerns.

Library Aides - daily. Recruit, re-train, in-service people to work in School Library in the following way:

1. Catalog books

2. Maintenance and development of proper filing system

3. Inventory books

4. Help student select book, aid teachers in finding books for special topics and/or projects.

5. Scheduling of books

6. Repairing books

Adult Education Program - daily

1. Doing a needs assessment to determine program selection.

2. Co-ordinating program with System Adult Education Staff.

3. Secure spare for desired programs.

4. Help to evaluate effectiveness of programs.

Millage Elections

1. Recruiter to in-service and oversee the volunteers in a continous millage program.

2. Analyzing past election results in area

3. Conducting survey to identify voter attitudes.
4. Defining voter area by support level.
5. Conducting survey to project voter turn out.
6. Poll watchers
7. Develop area strategy to base local campaign or to include staff, parents, and general citizen involvement.

Health Clinics - when needed

1. Provide dental clinics service
2. Provide special programs, i.e.: C.P.R., Diet Clinics, Heart, Lungs, etc. informational programs.
3. Special immunization programs (flu shots).
4. Hearing and sight screening clinics.
5. Pre-school medical examination.

Special Events - seasonal

1. School plays or programs
2. School parties
3. End of year field day
4. Contest, poster, essay
5. American Education Week activities
6. Michigan Week activities
7. Special Legal holiday

Field Trips

1. Arrange transportation and passes (Public and School)
2. Obtaining volunteer chaperons
3. Special follow up activities.

The organization made up of the School/Community Council which meets monthly is as follows:

1.	P.T.O. Officers	3
2.	Important people from area	2
3.	Recreational Representative	1
4.	Senior Citizen	3
5.	Library Committee	1
6.	Adult Education Representative	1
7.	Millage Chairman	1
8.	School Nurse	1
9.	Room Mothers	10
10.	At Large	2
	Total	25

A YEARLY DESIGN FOR PLANNING PARENT/COMMUNITY INVOLVEMENT

Deborah Patton
Sheldon Elementary School
Grand Rapids Public Schools

MONTH: SEPTEMBER

1. **Objective:** Recruit participants for parent advisory council, PTA.

2. **Action Ideas: Possible ways to reach this objective**

a) Contact with former members in playing an active role in the recruitment of new members.
b) (Parent-to-parent contact).
c) Staff involvement in the recruitment process.
d) Letters, phone contacts, information sharing on PAC functions.
e)

Comments:

MONTH: OCTOBER

1. **Objective:** Open house held for PTA parents introducing staff & PAC members (if yet active) curriculum, school facility, etc.

2. **Action Ideas: Possible ways to reach this objective**

a) Invitations from office.
b) Personal student invitations.
c) Pot luck dinner.
d) "Special Welcome" by current or past PAC Chairperson.
e) Classroom visitations.

Comments:

MONTH: NOVEMBER

1. **Objective:** Joint PTA & PAC meeting to discuss and coordinate planning groups.

2. **Action Ideas: Possible ways to reach this objective**

a) Inservice on meeting formats.
b) (Robert's Rule of Order).
c) Refreshments.
d) Door Prize.
e) Introduction of student council members.

Comments:

MONTH: DECEMBER

1. **Objective:** Holiday program which will promote parent attendance.

2. **Action Ideas: Possible ways to reach this objective**

a) Participation by all classrooms.
b) PTA and/or PAC involvement.
c) Invitations on behalf of staff, PAC, PTA.
d) Personal student invitations.
e) Refreshments.

Comments: Our 1977 Holiday Program was a huge success with "great" parent attendance. It is our intention to initiate an awareness of various holiday celebrations engaged in by various cultures. Kwanza, an afro-american celebration was introduced in the Dec. '77 program.

MONTH: JANUARY

1. **Objective:** To provide a format which will promote parent involvement in parent advisory coulcil meetings.

2. **Action Ideas: Possible ways to reach this objective**

a) Ongoing communication:newsletters, phone call, personal contacts.

b) Luncheon for PAC members.

c) Inservice on parent effectiveness; Title VII Coordinator assistance.

d)

e)

Comments: It is our intent to provide parents with services which directly relate to ways academic and social assistance can be provided from the home.

MONTH: FEBRUARY

1. **Objective:** Increase PTA and PAC functions by holding a joint meeting.

2. **Action Ideas: Possible ways to reach this objective**

a) Communication, encouragement of attendance.

b) School choir performance.

c) Inservice on curriculum and interpretation of student progress reports used at parent/teacher conferences.

d) Title VII coordinator assistance.

e)

Comments:

MONTH: MARCH

1. **Objective:** Increase parental attendance to parent/teacher conf.

2. **Action Ideas: Possible ways to reach this objective**

a) PAC involvement with staff members in: providing car pools, babysitting, committee for communication.

b)

c)

d)

e)

Comments:

MONTH: APRIL

1. **Objective:** Vocal and instrumental program to promote community members coming to Sheldon School.

2. **Action Ideas: Possible ways to reach this objective**

a) Student council involvement in planning.

b) Student invitations to parents.

c) Refreshments served.

d)

e)

Comments:

MONTH: MAY

1. **Objective:** Attendance to basketball game -- boys basketball team/fathers, male staff members.

2. **Action Ideas: Possible ways to reach this objective**

a) Encouragement of parent participation by students, staff, PAC.

b) Award.

c) Posters for publicity.

d) Staff and/or parent cheerleaders.

e)

Comments:

MONTH: JUNE

1. **Objective:** Sixth level graduation attendance.

2. **Action Ideas: Possible ways to reach this objective**

a) Invitations.

b) Slide presentation on activities which occured throughout the school year.

c) Choir.

d) Refreshments.

e)

Comments:

MONTH: JULY

1. **Objective:**

2. **Action Ideas: Possible ways to reach this objective**

a)

b)

c)

d)

e)

Comments:

MONTH: AUGUST

1. **Objective:**

2. **Action Ideas: Possible ways to reach this objective**

a)

b)

c)

d)

e)

Comments:

A YEARLY DESIGN FOR PLANNING PARENT/COMMUNITY INVOLVEMENT

Frank Perry
Longview Elementary
Midland Public Schools

MONTH: SEPTEMBER

1. Objective: Have coop develop daily birthday list.

2. Action Ideas: Possible ways to reach this objective

a) Make ditto B-Day cards.
b) Buy tootsie pops.
c) Announce B-Day over P.A. & have child come to office to receive card and sucker.
d)
e)

Comments:

MONTH: OCTOBER

1. Objective: Meet with C.I.C.

2. Action Ideas: Possible ways to reach this objective

a) Elect offices & set dates for future meetings.
b) Give overview of project.
c) Discuss project areas.
d) Establish goals.
e)

Comments:

MONTH: NOVEMBER

1. Objective: Arrange for service squad to attend C.M.U. rally day.

2. Action Ideas: Possible ways to reach this objective

a) Check on dates.
b) Inform students & parents.
c) Arrange for bus.
d) Arrange for community chaperones.
e) Send thank you notes to chaperones.

Comments:

MONTH: DECEMBER

1. Objective: Christmas open house & program.

2. Action Ideas: Possible ways to reach this objective

a) Inform parents of date.
b) Arrange with each teacher to have entire room perform.
c) Arrange with music teacher to have choir perform.
d) Arrange with room mothers for refreshments.
e)

Comments:

MONTH: JANUARY

1. **Objective:** Promote well informed community for upcoming millage.

2. **Action Ideas: Possible ways to reach this objective**

a) Coffee clutches at room mother's homes.

b) Coffee clutches at senior citizen's homes.

c) Reminders in weekly newsletter.

d) Offer evening program at school with Board members present.

e)

Comments:

MONTH: FEBRUARY

1. **Objective:** Work with PTO on March talent show.

2. **Action Ideas: Possible ways to reach this objective**

a) Include parents in guidelines preparation.

b) Include parents on screening committee.

c) Hear all talent and work unacceptable acts into other acts.

d) Arrange for publicity.

e)

Comments:

MONTH: MARCH

1. **Objective:** Give single parents help with home visitations.

2. **Action Ideas: Possible ways to reach this objective**

a) Have family service discuss ways to make these easier.

b) Home meetings to give opportunities for single parents to share ideas.

c)

d)

e)

Comments:

MONTH: APRIL

1. **Objective:** Work with PTA and staff planning bazaar.

2. **Action Ideas: Possible ways to reach this objective**

a) Arrange with PTA comm. to advertise and sell tables.

b) Discuss plans with staff.

c) Have bazaar for staff, students, parents & school community.

d)

e)

Comments:

MONTH: MAY

1. **Objective:** Honors assembly and community volunteers luncheon.

2. **Action Ideas: Possible ways to reach this objective**

a) Assign staff to plan luncheon.

b) Get names of all volunteers and present certificate at student honors assembly.

c) Present each volunteer with plant made from cuttings of 5th grade science project.

d)

e)

Comments:

MONTH: JUNE

1. **Objective:**

2. **Action Ideas: Possible ways to reach this objective**

a)

b)

c)

d)

e)

Comments:

MONTH: JULY

1. **Objective:**

2. **Action Ideas: Possible ways to reach this objective**

a)

b)

c)

d)

e)

Comments:

MONTH: AUGUST

1. Objective: Begin recruiting staff and community members for C.I.C.

2. **Action Ideas: Possible ways to reach this objective**

a) Call 10-15 people with pitch.

b) Make sure retirees are included.

c) Make sure staff is included.

d) Follow up in 1-2 weeks on the "maybe's"

e)

Comments:

A YEARLY DESIGN FOR PLANNING PARENT/COMMUNITY INVOLVEMENT

Margaret Pyciak
Cascades Elementary
Jackson Public Schools

Goal for Year: Reading & Math skills is the name changing attitudes and working together. (Staff and parents with students is the winning game.)

MONTH: SEPTEMBER

1. **Objective:** Organize parents and staff for the new year. Strive for continuation of last spring.

2. **Action Ideas: Possible ways to reach this objective**

a) Election of Officers.
b) Open house for the whole family.
c) Tea for tutors.
d) Orientation for library helpers.
e) Committee on resource center.

Comments:

MONTH: OCTOBER

1. **Objective:** Getting more staff-parent involvement.

2. **Action Ideas: Possible ways to reach this objective**

a) Halloween parade inviting parents to view it and visit rooms.
b)
c)
d)
e)

Comments:

MONTH: NOVEMBER

1. **Objective:** Invite parents in to see their child's room and work.

2. **Action Ideas: Possible ways to reach this objective**

a) Conferences with a tea.
b) Invitation to visit a class at parent-conferences.
c) Assembly -- Sing Along: everyone brings a can of food for the needy.
d)
e)

Comments:

MONTH: DECEMBER

1. **Objective:** Opening the school for everyone to view activities. Relationship of skills to the holiday activities.

2. **Action Ideas: Possible ways to reach this objective**

a) Christmas walk-through.
b) Cookie exchange.
c) Plant sale.
d) Invite resource people to tell about holiday customs in other lands.
e)

Comments:

MONTH: JANUARY

1. **Objective:** Work with staff and parent on project change -- changing attitudes -- getting staff-parent involvement.

2. **Action Ideas: Possible ways to reach this objective**

a) staff-parent meeting.

b) ...serve refreshments.

c) ...Identify parents role (helpers,tutors, library)

d) ...Identify staff roles.

e) ...Involve students.

f) Invite a state dept. official.

g) Cascades monthly newsflash.

Comments: Need funds; working on some matching funds. Need a person to help in resource center.

MONTH: FEBRUARY

1. **Objective:** Work with staff and parents on resource center.

2. **Action Ideas: Possible ways to reach this objective**

a) Organize parent work group.

b) Increase tutorial program.

c) Have cookie sale (parents make/sell)

d) Have a hamburg lunch day.

e) Continue newsflash update.

Comments: Monies needed for audio-visual machinery.

MONTH: MARCH

1. **Objective:** Getting more involvement through offering "fun" night to the whole family.

2. **Action Ideas: Possible ways to reach this objective**

a) A swim/gym night -- staff, students, families.

b) A marionette show.

c) Hot dog lunch.

d) Parent/staff working on resource center.

e) Continue newsflash update.

f) Recruit more tutors, library helpers.

Comments:

MONTH: APRIL

1. **Objective:** Present a program for parents.

2. **Action Ideas: Possible ways to reach this objective**

a) Students in each room inviting parents in to view reading class, show off their resource center, serve refreshments.

b) Parent/staff working on resource center/newsflash update.

c) Recruit more tutors, library helpers.

d) Show and tell night.

e)

Comments:

Evenings: All Year -- Monday: Brownies, boy scouts. Tuesday: Camera Club, brownies, boy scouts, karate. Wednesday: Brownies, creative movement. Thursdays: Brownies, yoga. Friday: 6:00 - 9:30 p.m., recreation for all Cascades students.

MONTH: MAY

1. **Objective:** Recognition of efforts/ children/staff/parents.

2. **Action Ideas: Possible ways to reach this objective**

a) Tea for all workers (resource helpers)

b) Field day for students.

Election of PTA officers.

c) Family Potluck.

d) Recognize work of tutors and library helpers.

e) Continue tutors, librarians, newsflash.

f) Kindergarten round-up program.

Comments: g) Visitation days for our fall kindergarteners.

h) School carnival.

MONTH: JUNE

1. **Objective:** Evaluate the last five months progress and plan for next fall.

2. **Action Ideas: Possible ways to reach this objective**

a) Parent/staff meeting.

b) Brainstorm session.

c) Make changes.

d) Notate new ideas.

e) Sign up prospective fall workers, tutors, librarians, resource people.

f) Have a make and take workshop for reading

Comments: and math games to be used during the summer.

g) Teacher/parent salad luncheon.

MONTH: JULY

1. **Objective:** ______

2. **Action Ideas: Possible ways to reach this objective**

a) ______

b) ______

c) ______

d) ______

e) ______

Comments: ______

MONTH: AUGUST

1. **Objective:** ______

2. **Action Ideas: Possible ways to reach this objective**

a) ______

b) ______

c) ______

d) ______

e) ______

Comments: ______

A YEARLY DESIGN FOR PLANNING PARENT/COMMUNITY INVOLVEMENT

Richard Sass
Franklin School
Battle Creek Public Schools

MONTH: SEPTEMBER

1. **Objective:** Initial meeting of neighborhood council -- PTA.

2. **Action Ideas: Possible ways to reach this objective**

a) Send out newsletter.
b) Call key people in community.
c) Brainstorm ideas for monthly programs and meetings.
d) Plan membership drive.
e)

Comments:

MONTH: OCTOBER

1. **Objective:** Plan yearly candy sale (money raising project).

2. **Action Ideas: Possible ways to reach this objective**

a) Appoint committee.
b) Enlist volunteers.
c) Meet with company representative -- set dates and procedures.
d) Newsletter to parents.
e)

Comments:

MONTH: NOVEMBER

1. **Objective:** Plan school Christmas PTA program.

2. **Action Ideas: Possible ways to reach this objective**

a) Schedule joint meeting of teachers and staff and PTA council & neighborhood council.
b) Set up committees to plan program,
c) refreshments, treats and presents for children, etc.
d)
e)

Comments:

MONTH: DECEMBER

1. **Objective:** Begin selection of slate of officers for PTA for the coming year.

2. **Action Ideas: Possible ways to reach this objective**

a) Select nominations committee; get their approval
b) Newsletter to parents.
c)
d)
e)

Comments:

MONTH: JANUARY

1. **Objective:** Plan an immunization clinic

2. **Action Ideas: Possible ways to reach this objective**

a) Contact health dept. and get them involved in planning.

b) Contact parents -- communicate plans -- elicit ideas & suggestions.

c) Contact possible volunteers among parents.

d)

e)

Comments:

MONTH: FEBRUARY

1. **Objective:** Organize parent/child pre-school workshop.

2. **Action Ideas: Possible ways to reach this objective**

a) Contact all parents of next year's kindergarten children.

b) Set meeting date & time & place.

c) Identify key people -- contact.

d)

e)

Comments:

MONTH: MARCH

1. **Objective:** Plan parent/teacher conferences.

2. **Action Ideas: Possible ways to reach this objective**

a) Contact several parents.

b) Schedule meeting to get ideas from parents about improving our present parent/teacher conference procedures.

c)

d)

e)

Comments:

MONTH: APRIL

1. **Objective:** Initiate plans for school summer recreation and activity.

2. **Action Ideas: Possible ways to reach this objective**

a) Involve civic recreation dept., C.A.A., Neighborhood Council.

b) Check on employing supervisors, securing materials, equipment, etc.

c)

d)

e)

Comments:

MONTH: MAY

1. Objective: School open house.

2. Action Ideas: Possible ways to reach this objective

a) Plan with teacher, PTA and neighborhood council.

b) Set up committees to plan activities.

c) Contact newspaper, radio, etc.

d) Newsletter to parents.

e)

Comments:

MONTH: JUNE

1. Objective: Initial planning for coming year.

2. Action Ideas: Possible ways to reach this objective

a) Invite PTA board to suggest.

b) Ask for suggestions from parents and citizens.

c) Initiate preliminary planning for PTA programs and activities.

d)

e)

Comments:

MONTH: JULY

1. Objective: Summer meeting of PTA, neighborhood committee (business social)

2. Action Ideas: Possible ways to reach this objective

a) Organize summer potluck or picnic.

b) Brainstorm ideas and projects for coming year.

c) Summer newsletter to parents.

d)

e)

Comments:

MONTH: AUGUST

1. Objective: Finalize plans and projects for coming school year.

2. Action Ideas: Possible ways to reach this objective

a) Plan monthly newsletter.

b) candy sale.

c) Parent/teacher conferences.

d) Open House.

e) "Welcome Back" newsletter to parents.

Comments:

A YEARLY DESIGN FOR PLANNING PARENT/COMMUNITY INVOLVEMENT

Herb Scogg
Plymouth Elementary
Midland Public Schools

MONTH: SEPTEMBER

1. **Objective:** Organize through PTA for community involvement

2. **Action Ideas: Possible ways to reach this objective**

a) PTA Pres. sets meeting date.

b) Letters to PTA Council.

c) Staff reps. involved with staff.

d) Arrange meeting date & plan.

e) Selection of monthly chairman.

Comments: Committee to organize plan for presentation to October PTA meeting.

MONTH: OCTOBER

1. **Objective:** Presentation of year's plan to PTA membership at open house & room visitation.

2. **Action Ideas: Possible ways to reach this objective**

a) Explain involvement of all.

b) Present schedule of programs.

c) Enlist additional volunteers.

d)

e)

Comments: Complete program with room visitation & social hour.

MONTH: NOVEMBER

1. **Objective:** American Education week programs.

2. **Action Ideas: Possible ways to reach this objective**

a) (structured hours 9:30-11/1:20-3); one week of room visitations.

b) Special programs 3 different days on art, music & P.E. classes.

c) (In student center--meet the staff); Daily coffee/hospitality time.

d)

e)

Comments:

MONTH: DECEMBER

1. **Objective:** Holiday program -- to bring large number of parents into building.

2. **Action Ideas: Possible ways to reach this objective**

a) High school "Meister Singers"program.

b) Christmas walk & caroling in the halls.

c) Refreshments & social hour following.

d)

e)

Comments:

MONTH: JANUARY

1. **Objective:** Parent-student activity night.

2. **Action Ideas: Possible ways to reach this objective**

a) Use of gym & room for parent-student teacher game night.

b) Use of art room also.

c) Use of music room also.

d) Active & quiet games, singing, dancing, arts and crafts.

e)

Comments: Use of auxiliary staff and subjects for a fun night.

MONTH: FEBRUARY

1. **Objective:** School carnival.

2. **Action Ideas: Possible ways to reach this objective**

a) Parents-children-staff invited.

b) Dinner in gym.

c) Games & activities in room.

d) Prizes for all.

e)

Comments: Fund raising event.

MONTH: MARCH

1. **Objective:** Parent effectiveness night.

2. **Action Ideas: Possible ways to reach this objective**

a) School social worker & special services staff leads program on program on being an effective parent.

b) Practical hints & suggestions.

c)

d)

e)

Comments: Brief overview of how to be an effective parent. Possible theme for next year.

MONTH: APRIL

1. **Objective:** Ethnic festival pot pot luck.

2. **Action Ideas: Possible ways to reach this objective**

a) Food of various family cultures in school community.

b) Food sampling.

c) Conversations on various cultures.

d)

e)

Comments:

MONTH: MAY

1. **Objective:** PTA/Student council honors assembly.

2. **Action Ideas: Possible ways to reach this objective**

a) PTA awards presentation.

b) Student awards presentation.

c) ____

d) ____

e) ____

Comments: Afternoon near the end of May.

MONTH: JUNE

1. **Objective:** Establish committees for next year's community involvement program.

2. **Action Ideas: Possible ways to reach this objective**

a) Begin organization of dates & themes.

b) ____

c) ____

d) ____

e) ____

Comments: ____

MONTH: JULY

1. **Objective:** ____

2. **Action Ideas: Possible ways to reach this objective**

a) ____

b) ____

c) ____

d) ____

e) ____

Comments: ____

MONTH: AUGUST

1. **Objective:** ____

2. **Action Ideas: Possible ways to reach this objective**

a) ____

b) ____

c) ____

d) ____

e) ____

Comments: ____

A YEARLY DESIGN FOR PLANNING PARENT/COMMUNITY INVOLVEMENT

Margaret Skidmore
Roosevelt Elementary School
Battle Creek Public Schools

MONTH: SEPTEMBER

1. **Objective:** To plan with PTA open house.

2. **Action Ideas: Possible ways to reach this objective**

a) Involve all room mothers in getting PTA memberships.
b) Held in evening so parents who work can attend.
c) Enlist all staff members to get parents participation to help in room that eve.
d) Have staff explain curriculum.
e)

Comments:

MONTH: OCTOBER

1. **Objective:** Enlist PTA help in up-dating card file.

2. **Action Ideas: Possible ways to reach this objective**

a) Review all cards for up-to-date information.
b) Acquaint new families with card file.
c) Encourage all new families to participate in helping.
d)
e)

Comments:

MONTH: NOVEMBER

1. **Objective:** Develop Thanksgiving program & thankful table.

2. **Action Ideas: Possible ways to reach this objective**

a) All rooms involved.
b) Parents of PTA pack and deliver baskets.
c) Parents assist staff in program.
d)
e)

Comments:

MONTH: DECEMBER

1. **Objective:** Develop program for Christmas -- Family Sing.

2. **Action Ideas: Possible ways to reach this objective**

a) PTA assist teachers with costumes.
b) PTA provide refreshments for parents following program.
c)
d)
e)

Comments:

MONTH: JANUARY

1. **Objective:** Develop mini-classes for a 1-week period.

2. **Action Ideas: Possible ways to reach this objective**

a) Select no more than 4 mini-classes.
b) Select from card file parents with special talents.
c)
d)
e)

Comments:

MONTH: FEBRUARY

1. **Objective:** Organize patriotic theme -- black history month.

2. **Action Ideas: Possible ways to reach this objective**

a) Class participation -- patriotic program.
b) Soul lunch -- school-wide PTA organized.
c)
d)
e)

Comments:

MONTH: MARCH

1. **Objective:** 100% conference turnout (parent/teacher).

2. **Action Ideas: Possible ways to reach this objective**

a) Teachers send letters.
b) PTA organize rides for those not having transportation.
c) Provide refreshments for parents waiting.
d)
e)

Comments:

MONTH: APRIL

1. Or **Objective:** Organize & develop spring talent show and art fair.

2. **Action Ideas: Possible ways to reach this objective**

a) Parents & community neighbors judge talent to be in show.
b) Art projects judged by local art center Director.
c)
d)
e)

Comments: Prizes donated by local merchants to be awarded -- confined to neighborhood business only.

MONTH: MAY

1. **Objective:** Organize 6th grade promotion and awards night.

2. **Action Ideas: Possible ways to reach this objective**

a) Potluck family dinner.

b) Special table for 6th graders & families.

c) Local accordian band play.

d) Present awards.

e) ______

Comments: At this time our community leaders are recognized who helped during the year.

MONTH: JUNE

1. **Objective:** ______

2. **Action Ideas: Possible ways to reach this objective**

a) ______

b) ______

c) ______

d) ______

e) ______

Comments: ______

MONTH: JULY

1. **Objective:** ______

2. **Action Ideas: Possible ways to reach this objective**

a) ______

b) ______

c) ______

d) ______

e) ______

Comments: ______

MONTH: AUGUST

1. **Objective:** ______

2. **Action Ideas: Possible ways to reach this objective**

a) ______

b) ______

c) ______

d) ______

e) ______

Comments: ______

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A YEARLY DESIGN FOR PLANNING PARENT/COMMUNITY INVOLVEMENT

Patricia Stetler
Woodcrest School
Midland Public Schools

MONTH: SEPTEMBER

1. **Objective:** To involve all local residents in program.

2. **Action Ideas: Possible ways to reach this objective**

a) Send a new questionnaire to parents.
b) Encourage to parents distribution to neighbors without school children.
c) Begin recruiting one-to-oners.
d) Ask teachers to refer students who need extra help.
e) Plan "Meet the Teacher Night".

Comments: Would like to start with a 4 to 6 week program for parents of some kind.

MONTH: OCTOBER

1. **Objective:** Continue to enlarge program.

2. **Action Ideas: Possible ways to reach this objective**

a) Seek ideas and suggestions from participants.
b) Continue to question parents/community about interests.
c) Begin after-school basketball program.
d) Meet with 1-to-1ers for orientation & be ready to assign them students.
e)

Comments: Hope to enlarge programs and to make school more available to community (after-school basketball program is run by some parents and some local college students).

MONTH: NOVEMBER

1. **Objective:** Continue evaluation of program.

2. **Action Ideas: Possible ways to reach this objective**

a) Have participants evaluate and make suggestions.
b) Time to think about seasonal programs (gift-making, etc.). Plans should be carried on mostly by community committee.
c) Continue basketball program.
d)
e)

Comments: Would like to see participating parents take greater part in planning.

MONTH: DECEMBER

1. **Objective:** Continue and enlarge program.

2. **Action Ideas: Possible ways to reach this objective**

a) Plan for next semester's after-school project.
b) Continue basketball program.
c) Continue one-to-oners training program.
d) Have "Christmas Walk" -- parents invited to open house.
e)

Comments:

MONTH: JANUARY

1. **Objective:** To discover how school can best serve parents/community.

2. **Action Ideas: Possible ways to reach this objective**

a) Seek administrative advice/ commitment.

b) Meet with parent teacher executive board for suggestions.

c) Contact adult ed. to see what they feel could help.

d) Continue one-to-oners program--Meet with reading specialist for in-service.

e)

Comments: One-to-One is our present tutoring program which could have much effect on future parent programs.

MONTH: FEBRUARY

1. **Objective:** To involve staff in planning.

2. **Action Ideas: Possible ways to reach this objective**

a) Brainstorming session to pinpoint need.

b) Motivate staff through personal contacts.

c) Meet with present one-to-oners.

d) Invite math coordinator for ideas & games for tutoring.

e)

Comments: Hope to establish a few small programs because success at this point is vital. Better to move slowly.

MONTH: MARCH

1. **Objective:** To clarify February problems.

2. **Action Ideas: Possible ways to reach this objective**

a) Brainstorm (teachers) for solutions.

b) Work on problems in small groups. Choose a few with most practical solutions.

c) One-to-one make and take learn games.

d) Plan evening "Learning Festival".

e)

Comments: Learning Festival is open house involving children at work with parents visiting.

MONTH: APRIL

1. **Objective:** To set priorities.

2. **Action Ideas: Possible ways to reach this objective**

a) Choose one or two projects for next year.

b) Set up committees to institute plans.

c) Send out letters to invite parents to join committees.

d)

e)

Comments: Slow progress? It should help to show teachers we don't intend to just give them another job.

MONTH: MAY

1. **Objective:** To finalize plans for next year's parent/community projects.

2. **Action Ideas: Possible ways to reach this objective**

a) Share plans with more parents.

b) Invite groups for idea exchange.

c) Send newsletter of plans to all parents

d) Find parent who could be chairperson of one-to-oners for next year.

e)

Comments:

MONTH: JUNE

1. **Objective:**

2. **Action Ideas: Possible ways to reach this objective**
(certificates of "thanks").

a) Invite one-to-oners for aware presentations

b) Plan noon family picnic.

c)

d)

e)

Comments:

MONTH: JULY

1. **Objective:**

2. **Action Ideas: Possible ways to reach this objective**

a)

b)

c)

d)

e)

Comments:

MONTH: AUGUST

1. **Objective:** To finalize plans for a fall community activities program.

2. **Action Ideas: Possible ways to reach this objective**

a) Map strategies.

b) Contact parents/teacher planning committee.

c) Meet with parent/teacher officers to make plans.

d)

e)

Comments:

A YEARLY DESIGN FOR PLANNING PARENT/COMMUNITY INVOLVEMENT

Arnold Stucky
Lincoln Elementary School
Battle Creek Public Schools

MONTH: SEPTEMBER

1. Objective: Open House - Parents Visit

2. Action Ideas: Possible ways to reach this objective

a) Promote student work
b) Promote teaching aids, materials and equipment
c) Introduce staff
d) Encourage parent participation in school
e) Encourage teachers, recruit volunteers by demonstrating need.

Comments:

MONTH: OCTOBER

1. Objective: Help promote P.T.A. Projects, Goals and Increase prental Involvement

2. Action Ideas: Possible ways to reach this objective

a) Newsletter
b) Home calls and school tours
c) Promote membership in organization
d) Involve people
e) Develop activity

Comments:

MONTH: NOVEMBER

1. Objective: Parenting

2. Action Ideas: Possible ways to reach this objective

a) Parent-Teacher Conferences
b) Book display - Book Fair
c) Specific "How to" lists presented to parents through newsletters, phamplets
d)
e)

Comments:

MONTH: DECEMBER

1. Objective: Student Participation

2. Action Ideas: Possible ways to reach this objective

a) All students involved in Christmas Program
b) Parents invited
c) Awards and special recognitions
d) Evaluation of first part of school year
e)

Comments:

MONTH: JANUARY

1. Objective: Mid-year reporting to parents

2. Action Ideas: Possible ways to reach this objective

a) Prepare teachers and instrument

b) Inform parents

c) Order priorities

d) Schedule parent requested conferences

e)

Comments:

MONTH: FEBRUARY

1. Objective: Talent Fair

2. Action Ideas: Possible ways to reach this objective

a) Promote Black History

b) Student achievement

c) Encourage students individual talents in science and art

d) Invite parents

e)

Comments:

MONTH: MARCH

1. Objective: Select P.T.A. Officers for following school year

2. Action Ideas: Possible ways to reach this objective

a) Organize with present board

b) Notify all parents

c) Seek volunteers

d) Promote need

e)

Comments:

MONTH: APRIL

1. Objective: Fund Raising - School Fair

2. Action Ideas: Possible ways to reach this objective

a) Organize games

b) Solicit parent help

c) Select prizes

d) Advertise

e)

Comments:

MONTH: MAY

1. Objective: Testing Motivation

2. Action Ideas: Possible ways to reach this objective

a) Provide enthusiasm to do well

b) Encourage teachers to explain need

c) Contact and inform parents

d) Run contests or offer prizes

e)

Comments:

MONTH: JUNE

1. Objective: Help organize summer recreation

2. Action Ideas: Possible ways to reach this objective

a) P.T.A. sponsorship of baseball, basketball, track, field

b) Equipment

c) Programs

d)

e)

Comments:

MONTH: JULY

1. Objective:

2. Action Ideas: Possible ways to reach this objective

a)

b)

c)

d)

e)

Comments:

MONTH: AUGUST

1. Objective: Unite staff, Key P.T.A. members and volunteers

2. Action Ideas: Possible ways to reach this objective

a) Picnic at principal's home

b) Barbeque on school playground--games

c) Invite total family

d) Promote periodic - playtime - get togethers

e) Yearly event August and June

f) Luncheon potluck

Comments:

James L. Sypniewski
Fountain Elementary
Grand Rapids Public Schools

A YEARLY DESIGN FOR PLANNING PARENT/COMMUNITY INVOLVEMENT

MONTH: SEPTEMBER

1. Objective: Develop a bi-weekly newsletter to community.

2. Action Ideas: Possible ways to reach this objective

a) Mention names of volunteers.
b) Thank people for various support.
c) Inform about aspects of program.
d) Unity w/PTA as you give PTA info.
e) Friendly, warm tone.

Comments: Excellent opportunity to thank community, mention names, inform parents, sell program to parents.

MONTH: OCTOBER

1. Objective: Pot luck for parents.

2. Action Ideas: Possible ways to reach this objective

a) Invitations sent home.
b) Lead way by telling what dish I'm bringing
c) Make proper arrangements.
d)
e)

Comments:

MONTH: NOVEMBER

1. Objective: "Racers Day" , outside assembly for students.

2. Action Ideas: Possible ways to reach this objective

a) Inform through newsletter.
b) Invite through newsletter.
c) Primarily for students' outlet.
d) Parents know they are welcome.
e) Contact drivers and make arrangements.

Comments:

MONTH: DECEMBER

1. Objective: Holiday concert (students) perform parents attend community attends

2. Action Ideas: Possible ways to reach this objective

a) Music consultant teaches songs.
b) Two out of nine teachers have dance programs - variety.
c) Invitation through newsletter.
d) Programs made up by teachers/students.
e) Student ushers.

Comments: Community/student/staff involvement.

MONTH: JANUARY

1. Objective: PTA meeting with an outside purpose

2. Action Ideas: Possible ways to reach this objective

a) Get speaker on "How to Save on Fuel Bills".

b) Provide refreshments.

c) Announce through newsletter.

d) ______

e) ______

Comments: ______

MONTH: FEBRUARY

1. Objective: Help PTA organize snowmobile rides for parents/students.

2. Action Ideas: Possible ways to reach this objective

a) Inform in newsletter.

b) Get machines & drivers from local club.

c) Recruit security help.

d) Use recreation dept. to provide a site.

e) ______

Comments: Helps combat post "Holiday Blues".

MONTH: MARCH

1. Objective: Compensatory education meeting for parents.

2. Action Ideas: Possible ways to reach this objective

a) Give info. all year long on Title I through Title I bulletin.

b) Write speaker.

c) Plan for use of funds for following year.

d) ______

e) ______

Comments: ______

MONTH: APRIL

1. Objective: Plan "parents days" in classroom.

2. Action Ideas: Possible ways to reach this objective

a) Teachers to do things on different days.

b) Parent goes through day with child.

c) ______

d) ______

e) ______

Comments: ______

MONTH: MAY

1. **Objective:** Help organize school carnival.

2. **Action Ideas: Possible ways to reach this objective**

a) Involve PTA members.

b) Money raising for PTA.

c) Students create & operate games.

d) Parents create & operate games.

e) ____

Comments: ____

MONTH: JUNE

1. **Objective:** Luncheon for all volunteers throughout year.

2. **Action Ideas: Possible ways to reach this objective**

a) Catered lunch.

b) Formal invitations.

c) ____

d) ____

e) ____

Comments: A personal thankyou may increase volunteer help next year.

MONTH: JULY

1. **Objective:** ____

2. **Action Ideas: Possible ways to reach this objective**

a) ____

b) ____

c) ____

d) ____

e) ____

Comments: ____

MONTH: AUGUST

1. **Objective:** Prepare Title I bulletin for the year.

2. **Action Ideas: Possible ways to reach this objective**

a) Create interest and involvement gradually with bits of information each month.

b) Prepare for March/April meeting.

c) ____

d) ____

e) ____

Comments: ____

Sara A. Thompson
Longfellow School
Jackson Public Schools

A YEARLY DESIGN FOR PLANNING PARENT/COMMUNITY INVOLVEMENT

MONTH: SEPTEMBER

1. Objective: Work with staff on yearly expectations.

2. Action Ideas: Possible ways to reach this objective

a) Meet with staff prior to opening
b) day.
c) Discuss curriculum
d) Discuss changes
e) Listen to expected goals of staff.

Comments:

MONTH: OCTOBER

1. Objective: Work with P T O on Open-House night.

2. Action Ideas: Possible ways to reach this objective

a) Discuss with staff
b) Form PTO committee.
c) Help plan procedure
d) Be of any assistance.
e)

Comments:

MONTH: NOVEMBER

1. Objective: Have a meeting of all the parents involved in the building.

2. Action Ideas: Possible ways to reach this objective

a) Make announcement in the Newsletter.
b) Arrange small group sessions.
c) Discuss needs
d) React to questions
e) Have refreshments.

Comments:

MONTH: DECEMBER

1. Objective: Help staff plan Christmas Program.

2. Action Ideas: Possible ways to reach this objective

a) Meet with Staff
b) Get an agreement from the group
c) on what they'd like to do.
d) Meet with music instructor
e) Meet with PTO board

Comments: Always get the children involved with the occassion.

MONTH: JANUARY

1. Objective: Work with Building committee on In-Service Workshop.

2. Action Ideas: Possible ways to reach this objective

a) Meet with committee .

b) Involve total input.

c) Plan strategy.

d) Contact resource personnel.

e) Arrange place, time, and materials.

Comments: By Contract, the committee is to conduct an in-building workshop.

MONTH: FEBRUARY

1. Objective: Help plan a Pot Luck for staff and total school with PTO.

2. Action Ideas: Possible ways to reach this objective

a) Meet with the PTO board.

b) Choose committee.

c) Organize food plan.

d) Discuss with staff their role

e) Have the Dinner.

Comments:

MONTH: MARCH

1. Objective: Have an all school Sports event.

2. Action Ideas: Possible ways to reach this objective

a) Get a Mr. and Mrs. committee.

b) Plan for games that can be held

c) in the building.

d) Arrange for teams meeting.

e) Follow event with refreshments.

Comments:

MONTH: APRIL

1. Objective: Work with PTO with a fund raising Carnival to provide for extra projects.

2. Action Ideas: Possible ways to reach this objective

a) Meet with Carnival committee.

b) Plan games and prices.

c) Plan food items to be sold.

d) Arrange for in-door as well as out-door

e) possibilities

Comments: This is the one event other than Open-House that this group has worked with.

MONTH: MAY

1. Objective: Help fifth grade teachers and parents plan year end event.

2. Action Ideas: Possible ways to reach this objective

a) Meet with the teachers and a

b) committee of parents.

c) Discuss different possibilities.

d) Let them arrive at a decision

e) Establish date, time and cost.

Comments: In our building we have grades 3-5. It is a practice to do something special for the students that are leaving.

MONTH: JUNE

1. Objective: Work with the Reading team leader with 'Take and Make' Project to help students during the summer.

2. Action Ideas: Possible ways to reach this objective

a) Arrange a time in the schedule when most parents can come to school.

b) Meet with Teacher and aides.

c) Discuss the kinds of things that are turning the involved students on.

d) Organize work space.

e) Have Materials ready and get involved.

Comments: Many children need 'neat' games, puzzles, laminated items to play school with over the summer. We will provide as many as time permits.

MONTH: JULY

1. Objective:

2. Action Ideas: Possible ways to reach this objective

a)

b)

c)

d)

e)

Comments:

MONTH: AUGUST

1. Objective: Send a letter to staff and personnel new and old welcoming them back for the Fall.

2. Action Ideas: Possible ways to reach this objective

a) Mail unique postal cards.

b) Ditto a WELCOME-GRAM.

c)

d)

e)

Comments:

A YEARLY DESIGN FOR PLANNING PARENT/COMMUNITY INVOLVEMENT

C. Waldron
Lincoln Elementary School
Bay City Public Schools

MONTH: SEPTEMBER

1. **Objective:** Make parents feel at home in school.

2. **Action Ideas: Possible ways to reach this objective**

a) New Mother's tea.
b) Plan with parents PTA for tea.
c) Hold book fair.
d) Solicit volunteer help.
e)

Comments: Organize library volunteers.

MONTH: OCTOBER

1. **Objective:** Have a happy Halloween

2. **Action Ideas: Possible ways to reach this objective**

a) Invite parents to around the block parade.
b) Have parents help with room parties.
c) Hold "ugly man" poster contest, have parents judge.
d)
e)

Comments:

MONTH: NOVEMBER

1. **Objective:** Have open house for Education week.

2. **Action Ideas: Possible ways to reach this objective**

a) Plan with teachers to invite parents in during school hours.
b) Arrange a "back to school" night for parents so teachers can explain programs.
c) Hold parent conferences (individual appointments).
d)
e)

Comments:

MONTH: DECEMBER

1. **Objective:** Christmas walk through for all parents.

2. **Action Ideas: Possible ways to reach this objective**

a) Involve PTA in planning bazaar.
b) Involve children in program.
c) Plan for standing room only.
d) Plan for Sarah's Santa workshop.
e)

Comments:

MONTH: JANUARY

1. **Objective:** Organize and begin mini-sessions.

2. Action Ideas: Possible ways to reach this objective

a) Advertise for parents to help thru notes, phoning, direct mailing, etc.

b) Sign kids up by interest.

c) Involve teachers in helping.

d)

e)

Comments: Trying to add 2nd to 3-5 we did last year; Do needs assessment for millage with K-12 council

MONTH: FEBRUARY

1. **Objective:** Carry out mini sessions and begin contacts for millage.

2. Action Ideas: Possible ways to reach this objective

a) Send many positive messages.

b) Line up helpers in case of illness of volunteers.

c) Advertise what we are doing.

d) Involve press and radio and community leaders if possible.

e)

Comments: Contact WGER (Hauser) DBC (Young) Times (Falce) TV (Black) to show public what fun school can be.

MONTH: MARCH

1. **Objective:** Evaluate minis; concentrate on millage sale.

2. Action Ideas: Possible ways to reach this objective

a) Arrange coffees.

b) Invite parents to pot-luck lunch with me.

c) Extend "minis" opportunities to after school for those who are still interested.

d)

e)

Comments:

MONTH: APRIL

1. **Objective:** Pass millage kindergarten survey.

2. Action Ideas: Possible ways to reach this objective

a) Continue with happy notes.

b) Organize end of year PTA events.

c) Get nominating committee working on "Positive" people.

d) Arrange "thank you" activity for volunteers and millage workers -- as a tea or lunch at school.

e) Advertise for kindergarten kids to come for survey -- test kids, counsel parents w/help of diagnostician, social worker, PTA volunteers.

Comments:

MONTH: MAY

1. **Objective:** Plan next year with new PTA officers; plan awards night.

2. **Action Ideas: Possible ways to reach this objective**

a) Meet at 3:00 so that teachers are included in planning (or noon).

b) Set up committees for awards night and field day.

c)

d)

e)

Comments:

MONTH: JUNE

1. **Objective:** Prepare to close school happily.

2. **Action Ideas: Possible ways to reach this objective**

a) Hold awards night.

b) Visit int. school with 5th grade.

c)

d)

e)

Comments:

MONTH: JULY

1. **Objective:** Millage having passed, plan for 1 school next year.

2. **Action Ideas: Possible ways to reach this objective**

a) Introduce dancing.

b) Plan for above.

c) Structure plan for student council.

d) Meet with PTA board to discuss plans.

e)

Comments:

MONTH: AUGUST

1. **Objective:** Prepare to open.

2. **Action Ideas: Possible ways to reach this objective**

a) Write notes to all staff.

b) Check supplies.

c) Attend Camp Kett.

d) Assign students to classes.

e)

Comments:

SAGINAW PUBLIC SCHOOLS
POTTER SCHOOL
1214 N. 10th STREET
SAGINAW, MICHIGAN 48601

A YEARLY DESIGN FOR PLANNING PARENT COMMUNITY INVOLVEMENT

Participant's Name

Lawrence V. Wells

Potter School

OVERALL: To build parent/community partnership in education.

MONTH: JANUARY

1. Objective: Recruit additional School Community Council Members
2. Action Ideas: Possible ways to reach this objective
   - a. Disseminate council activities
   - b. Disseminate council goals
   - c. Expand participate target population
   - d. Survey the community
   - e. Plan activities for next month

Comments: The recruitment of additional council members is continual.

MONTH: FEBRUARY

1. Objective: Involve in high visibilty school activities.
2. Action Ideas: Possible ways to reach this objective
   - a. Involve council in school assemblies
   - b. Involve council fund raising project
   - c. Continue recruitment activities
   - d. Schedule regular council meetings
   - e. Involve council in faculty meetings

Comments: The school council is the primary vehicle for parental involvement.

MONTH: MARCH

1. Objective: Evaluate Progress up to date.
2. Action Ideas: Possible ways to reach this objective
    a. Assess goal achievement to date
    b. Take steps to assure goal attainment
    c. Continue recruitment
    d. Continue community input

    Comments: The council will be required to evaluate the school program.

MONTH: APRIL

1. Objective: Involve council in career month activities.
2. Action Ideas: Possible ways to reach this objective
    a. Council members to help plan activities
    b. Individual council members as speakers
    c. Continue recruitment
    d. Continue community input
    e. Continue dissemination of council activities

MONTH: MAY

1. Objective: Assessment and Recognition to be completed.
2. Action Ideas: Possible ways to reach this objective
    a. Complete council self evaluation
    b. Complete school evaluation
    c. Schedule recognition assembly
    d. Dissemination need information
    e. Conclude all business

MONTH: JUNE

1. Objective: School Closed

MONTH: JULY

1. Objective: School Closed

MONTH: AUGUST

1. Objective: Plan School opening activities.
2. Action Ideas: Possible ways to reach this objective
    a. Plan council inservice
    b. Review last years goals and activities
    c. Review current needs
    d. Select current goals
    e. Recruitment planning

MONTH: SEPTEMBER

1. Objective: Major emphasis on recruitment and inservice.
2. Action Ideas: Possible ways to reach this objective
    a. Letter to general community
    b. Phone calls to previous council
    c. Conduct council Inservice
    d. Review 77-78 goals
    e. Review 78-79 needs

MONTH: OCTOBER

1. Objectives: Continue Recruitment and planning.
2. Action Ideas: Possible ways to reach this objective
    a. Conduct needs assessments
    b. Input from community

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MONTH: OCTOBER (continued)

  c. Assess available resources

  d. Identify needed resources

  Comments: The major thrust for 78-79 should be identified at this time.

MONTH: NOVEMBER

1. Objective: Actualize developed plan
2. Action Ideas: Possible ways to reach this objective
    a. Continue recruitment
    b. Assign individual responsibilities
    c. Involve council in faculty meetings
    d. Involve faculty in council meetings

MONTH: DECEMBER

1. Objective: Expand inter-agency cooperation in population service.
2. Action Ideas: Possible ways to reach this objective
    a. Continue open lines of communication
    b. Share resources
    c. Joint progress planning
    d. Stimulate increased community participation